DOCUMENT RESUME

ED 213 606 SE 036 455

TITLE	Health Education Resource Guide, Grades 1-3.
INSTITUTION	Federal Way School District 210, Wash.
PUB DATE	Dec 81
NOTE	162p.; For related documents, see SE 036 456-457.
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	*Educational Objectives; Elementary Education; Elementary School Science; Grade 1; Grade 2; Grade 3; Health; *Health Activities; *Health Education; *Learning Activities; Primary Education; *Safety; *Safety Education; Science Education

ABSTRACT

As part of a health education program for K-12, these curriculum guides for grades one, two and three provide: (1) a short overview of health education; (2) a scope and sequence chart which lists specific topics to teach on mental health, physical health, community health, and safety that are appropriate at different grade levels; (3) a list of objectives for the grade level of the given guide; and (4) sample learning activities and accompanying learning resources for each objective. Since health education is influenced greatly by individual value systems, activities are not designed to teach right or wrong but to encourage students to examine issues from different perspectives and then to form their own opinions. Activities involve a variety of teaching techniques including reading, discussion, games, demonstrations, audiovisual aids, and art work. Some topics covered are self concept, emotions, health habits, growth patterns, nutrition, dental health, healthy environment, poison prevention, and personal safety. (DC)

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ED213606

FEDERAL WAY SCHOOL DISTRICT

HEALTH EDUCATION RESOURCE GUIDE

GRADE 1

DECEMBER 1981

U.S. DEPARTMENT OF EDUCATION
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SE 036 455

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GRADE 1

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3. The student is able to explain factors which affect health and growth.
4. The student is able to identify principles of safe living.
5. The student understands the importance of not eating or drinking selected substances.
6. The student is able to explain the importance of a nutritious morning meal.
7. The student understands the importance of teeth and how to care for them.
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9. The student is able to explain ways to contribute to a healthy environment.

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PREFACE

The Health Education Resource Guides for grades 1-6, 8 and 12 have been developed by Federal Way School District teachers. The main purpose of the guides is to provide teaching suggestions and resources for teachers.

Each Health Education Resource Guide is organized around the "core" curriculum objectives for the particular grade level. *It contains more learning activities and materials than one can possibly use in the time allotted for health education.* Teachers are expected to choose the most appropriate activities for their students in meeting the objectives.

The Health Advisory Council believes that in addition to a textbook, supplementary materials such as films, charts, filmstrips and community resources are essential components of a comprehensive health education program. These materials and resources are coordinated with the curriculum objectives

Instructional materials on family life/sex education must be approved by the Health Advisory Council prior to purchase or use in the classroom. Teachers should use their professional judgment regarding materials on other health topics that may be controversial. A copy of District Policy and Regulation on Health Education is in the appendix. If there are questions regarding the appropriateness of new materials, please contact the Health Coordinating Teacher or the Director of Curriculum.

Revised 11/30/81

HEALTH EDUCATION PERSPECTIVES

Health is a state of physical, emotional and social well-being, not just the absence of disease. Good health is fundamental to the vitality needed for a full and productive life.

Health education is a process by which students learn to make informed decisions affecting their physical, emotional and social well-being. The focus of health education is on well-being, how it is achieved, maintained and enhanced. For many, health education may serve to maintain or reinforce healthful behavior being practiced; for others, health education may serve as an avenue for change to behavior which will lead to better health.

The contents selected for inclusion in the health curriculum are based on the personal health needs, community health needs, developmental characteristics and interests of the students. Since self-image affects behavior, enhancement of self-image and understanding factors which influence behavior are important parts of the program. A diversity of teaching methods will accomodate different abilities and learning styles of students.

In health education what is right or wrong may be in the value system and belief of the individual. Authorities may differ in their views. Students will be encouraged to study all sides of a question, and to form and express their own opinions. They will have access to materials and information representing both sides of an issue.

In the study of health, teachers will not present their own personal prejudices but will guide discussion with thoroughness and objectivity. They will acquaint students with the importance of reviewing information critically, and help students respect conflicting opinions. Finally, the privacy of individual students and their family will be respected in the implementation of the health curriculum.

FEDERAL WAY SCHOOL DISTRICT

HEALTH EDUCATION CURRICULUM SCOPE AND SEQUENCE

	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 8	GRADE 12
MENTAL HEALTH	Self concept Expressing feelings Friendship	Self concept Understanding people Emotions	Emotions Making decisions	Self concept Human behavior Drug use & misuse Smoking	Coping skills Emotions Alcohol use & misuse Growth & development	Self concept Friendship Handicaps Making decisions Growth & development Alcohol & drug misuse & abuse	Self concept Friendship Understanding people Making decisions Feelings & emotions Family Alcohol & drug misuse & abuse	Making decisions Maintenance of mental health Family life Alcohol & drug misuse & abuse
PHYSICAL HEALTH	Health habits Growth patterns Nutrition Dental health	Senses Health habits Growth patterns Nutrition	Cells & organs Growth patterns Health habits Nutrition Dental health	Circulatory system Brain & senses Health habits Dental health	Senses Hygiene Skin, hair & nails Skeletal system Digestive system Dental health Nutrition Respiratory system Stages of growth	Nervous system Stages of growth Reproductive system Hygiene Nutrition Drug use	Body systems Nutrition Heredity Stages of growth Birth defects Drug & alcohol effects Smoking	Fitness Nutrition Genetics & birth defects Alcohol & drug effects
COMMUNITY HEALTH	Healthy environment	Health care Health careers Healthy environment	Disease prevention Healthy environment	Disease prevention Health agencies		Disease prevention Health agencies	Disease prevention Health care	Consumer health Disease control
SAFETY	Pedestrian Playground Poison prevention Personal safety	Bicycle Animal Poison prevention Fire	First aid Bicycle Water Electrical Recreational	Pedestrian Bicycle Water	Bicycle	First aid Recreational safety Outdoor safety	First aid CPR	First aid CPR Accident prevention

#1 **CURRICULUM OBJECTIVE:** The student recognizes self as unique and worthwhile by:

- Explaining what is special about self.
- Explaining one thing self does well.

SAMPLE LEARNING ACTIVITIES	LEARNING RESOURCES
1. Students read and discuss pp. 26-28, 33.	1. Text: YOU AND YOUR HEALTH
2. Utilize pp. 1-6 to develop learning activities.	2. Activity booklet: YOU AND YOUR HEALTH
3. Utilize pp. T31-32 for enrichment suggestions and activities.	3. Text: YOU AND YOUR HEALTH
4. Utilize kit containing filmstrip, spirit masters, and poster "Feeling Good About Myself."	4. Unit 2, My Self, from American Cancer Society program AN EARLY START TO GOOD HEALTH.
5. Read book to students. Note: Activities related to the library books can be found in the learning guide Let's Read and Find Out about HEALTH, NUTRITION AND YOU, Harper and Row publishers.	5. Library books: ME AND MY FAMILY TREE STRAIGHT HAIR, CURLY HAIR
6. Initiate discussion of self by constructing a "Super Me" box with a mirror. a. Develop bulletin board by first putting up words: SUPER ME. b. Place a mirror approximately 10" X 10" in a box with a lid. Label it "The Most Wonderful Thing in the World." Students one by one look in it and see themselves. c. Discuss: "Did everyone see something different?" (Stress value of self and differences.) d. Divide the class into groups of five; give each student a card with numbers 0-5. Teacher asks questions below and students explore in groups to find answers. Student with correct number card holds it up. Teacher graphs numbers on chart.	6. Mirror 10" X 10" Construction paper Box with lid Five sets of cards #0-5

SAMPLE LEARNING ACTIVITIES (cont.)

6. (cont.)

How many in your group have blue eyes?
How many in your group have brown eyes?
How many in your group have gray eyes?
How many in your group have straight hair?
How many in your group have curly hair?
How many in your group have blonde hair?
How many in your group have black hair?
How many in your group have brown hair?
How many in your group have red hair?

7. Students make pictures using their fingerprints.

LEARNING RESOURCES (cont.)

7. MIRACULOUS ME, p. 25

8. Related films available from ESD 121:

I AM WHAT I KNOW
I AM HOW I FEEL
I AM HOW I LOOK

#2 CURRICULUM OBJECTIVE: The student is aware of feelings and ways of expressing them by:

- Naming some feelings all people have.
- Describing how one shows friendship.
- Explaining how to acquire a friend.

SAMPLE LEARNING ACTIVITIES

1. Students read and discuss pp. 8-23, 29-35.
2. Utilize pp. 5-6 to develop learning activities.
3. Utilize T30-31 for enrichment suggestions and activities.
4. Students make mobiles identifying emotions and feelings.
5. Students draw names to determine a secret friend and do various activities for their friend.
6. Teacher makes a "Feeling In Our Head" poster to use with discussions.
   a. Make on poster board (see example on the right).
   b. Students take turns putting the pointer on a feeling, giving an example of a situation that makes them feel that emotion and telling why they feel that way.
   c. Create a situation and have several students use the "Feeling In Our Head" poster to identify and explain their feelings.* Note that the same situation can elicit different feelings from people and/or the same feelings with different reasons.

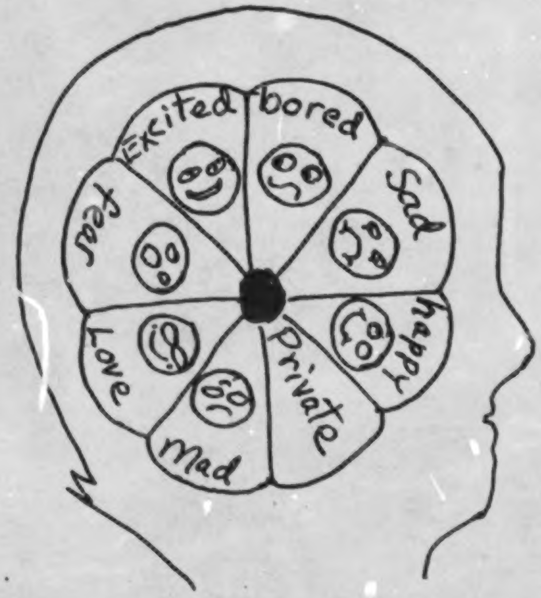
Examples:

- How do you feel when you get up in the morning?
- How do you feel when you hear two people fighting?
- How do you feel when you see someone who is drunk?
- How do you feel when someone says something nice to you?

*NOTE: Students should not be pressured to share feelings which they choose not to share. Putting the pointer on "private" indicates "I pass."

LEARNING RESOURCES

1. Text: YOU AND YOUR HEALTH
2. Activity booklet: YOU AND YOUR HEALTH
3. Text: YOU AND YOUR HEALTH
4. MIRACULOUS ME, p. 50
5. MIRACULOUS ME, p. 70
6. Pointers for each student
   Poster:



SAMPLE LEARNING ACTIVITIES (cont.)

d. Students can make their own "Feely Heads" and keep them at their desks to identify their feelings throughout the day.

7. Teacher makes large faces with sad and happy expressions to use in discussion of feelings.

   a. Start discussion with, "We have talked about poor health habits making us ill. Are there other things that make you feel ill?" (Lead students to discuss that tension, anger, frustration can give them headaches, stomach aches, etc.)
   b. If unkind remarks are heard in the room, display appropriate face.
   c. Teacher makes 4" X 6" "break card." It's available to students when they feel tired, fidgety or angry and need a brief change. Cards are good for a minute or two.

LEARNING RESOURCES (cont.)

7a-b. Teacher-made: large faces with sad and happy expressions.

7c. Teacher-made: "break cards"

8. Related films available from ESD 121:

TELL ME ALL ABOUT IT: WHAT MAKES A FRIEND SO SPECIAL?
MAGIC MOMENTS, ME TOO?

#3 **CURRICULUM OBJECTIVE:** The student is able to explain factors which affect health and growth by:

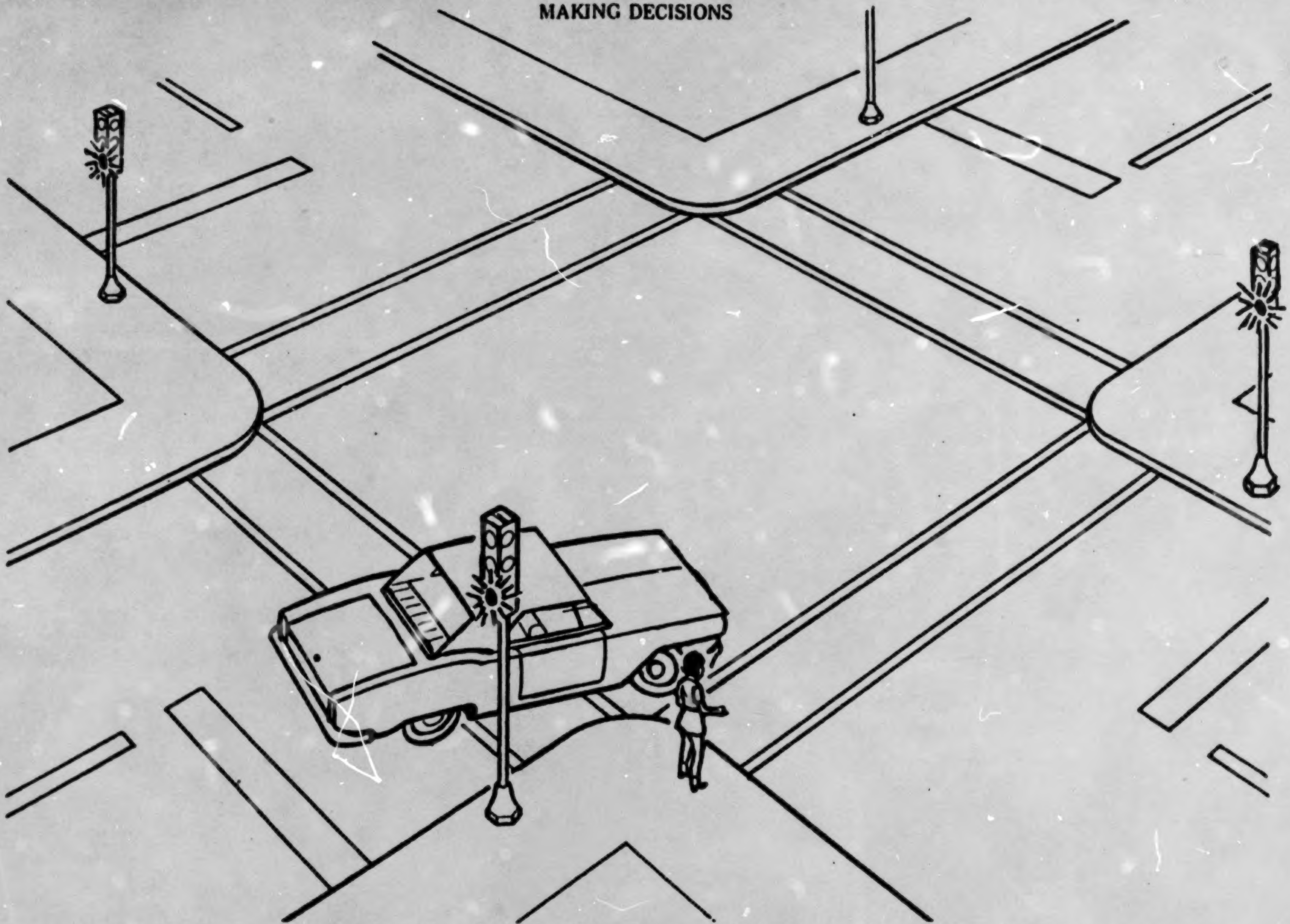
- Naming some healthy things to do each morning.
- Describing what to do when one has a cold.
- Discussing the necessity of eye and ear examinations.
- Comparing individual growth patterns.

SAMPLE LEARNING ACTIVITIES	LEARNING RESOURCES
1. Students read and discuss pp. 36-67.	1. Text: YOU AND YOUR HEALTH
2. Utilize pp. 7-14 to develop learning activities.	2. Activity booklet: YOU AND YOUR HEALTH
3. Utilize pp. T33-35 for enrichment suggestions and activities.	3. Text: YOU AND YOUR HEALTH
4. Read book to students. Note: Activities related to the library book can be found in the learning guide Let's Read and Find Out about HEALTH, NUTRITION AND YOU, Harper and Row, publishers.	4. Library book: SLEEP IS FOR EVERYONE
5. Show filmstrips from set.	5. Filmstrip set: A VISIT TO THE DOCTOR
6. Students make a growth chart. Determine each student's height in centimeters. Help the students use a meter stick to measure strips of paper equivalent to their heights. Students glue strips onto large paper making a chart to show relative heights. Display the chart.	6. Meter stick, glue, scissors, large sheet of paper, strips of colored paper about 1½ cm. wide
7. To help students learn about cleanliness, students make soap bar crayons: Students measure 3 c. of soap powder and ½ c. of water into a large bowl. Add a few drops of food coloring to the mixture. Students take turns beating the mixture until it is damp and stiff. Pack the mixture into ice cube trays or egg cartons and allow it to dry for about a week. Remove the soap crayons from the trays and wrap them in waxed paper. Students can bathe with the soapy crayons, draw on the sides of the bathtubs and wash their drawing right off the tubs.	7. Soap powder (not detergent), water, food coloring, measuring cup, bowl, beaters, large spoon, spatula, plastic ice cube trays or styrofoam egg cartons, waxed paper
	8. Related films available from ESD 121: OUR WONDERFUL BODY: HOW IT GROWS NOW I AM BIGGER

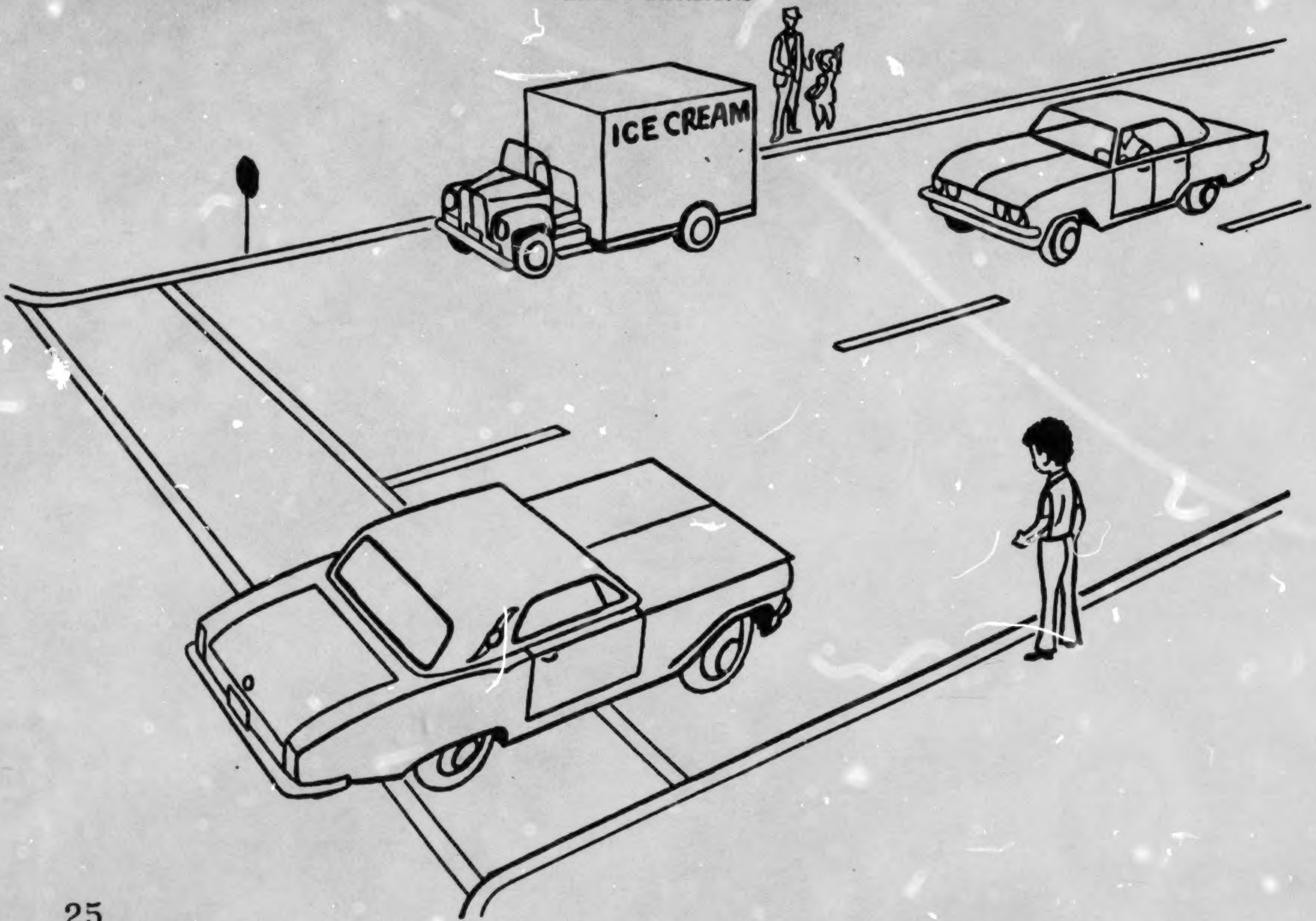
#4 **CURRICULUM OBJECTIVE:** The student is able to identify principles of safe living by:

- Simulating what to do if one hurts oneself.
- Demonstrating some safe ways to play.
- Discussing what to do about stranger confrontations.
- Identifying safe ways to go to and from school.
- Describing what to do if lost.

SAMPLE LEARNING ACTIVITIES	LEARNING RESOURCES
1. Students read and discuss pp. 68-89.	1. Text: YOU AND YOUR HEALTH
2. Utilize pp. 15-18 to develop learning activities.	2. Activity booklet: YOU AND YOUR HEALTH
3. Utilize pp. T36-37 for enrichment suggestions and activities.	3. Text: YOU AND YOUR HEALTH
4. Discuss pedestrian safety.	4. Study prints: PEDESTRIAN SAFETY SET Teacher references: MAKING DECISIONS,
5. Select from activities to help students understand dangerous situations involving other persons.	5. STRANGER ACTIVITIES
6. Select activities to help students learn name, address and telephone number.	6. ACTIVITIES FOR LEARNING NAMES, ADDRESSES AND PHONE NUMBERS
7. Teacher helps students be aware of safe ways to travel on the road through discussion of pictures and road signs.	7. ROAD SAFETY PICTURES
	8. Related films available from ESD 121: PLAYGROUND SAFETY: THE PEEPERKORNS WALKING SAFELY TO SCHOOL BETTER SAFE THAN SORRY SAFETY ON STREET AND SIDEWALK SCHOOL AND SAFETY: DAVID WON'T BE HERE TODAY



How can Debbie cross the street without getting hurt?



How can Tom get an ice cream bar without getting hurt?

STRANGER ACTIVITIES

1. Identify some things students should do to protect themselves from strangers who may hurt them:

    a. Go to movie, shopping centers, and public toilets with someone you know. Stay with that person.
    b. If you need help, find someone in charge; such as, a clerk, a guard, or an usher (should have name tag on). Do not ask just anyone.
    c. Always keep 25 cents with you for a phone call (if that is realistic).
    d. If someone approaches you and wants you to go with him/her, speak out loudly and try to find someone such as a clerk.

2. Discuss a possible course of action for students who are approached by a stranger who wants them to go with the stranger. They should immediately report the incident to parents or adult friends (teacher, principal, policeman, bus driver, etc.). Students should be encouraged to write or remember the license number of the car and its description and as much as possible about the stranger's appearance.

    When anyone comes to speak to the class or to give an announcement, etc., the teacher may wish to quiz the class after the individual leaves to see if students remember details about dress, size, hair color, etc.

3. Students discuss how to help if a friend is taken away by a stranger; i.e., get license number, description of car and individual, get help, etc. Solicit ideas for how to remember license number:

    a. Writing with rock on pavement.
    b. Using a stick in the dirt.

4. Candy Man Activity

    a. Distribute to students copies of "Candy Man."
    b. Read to the class the story on next page or have the class read the story.
    c. Discuss:

        1) Should the boys go with Paul?
        2) What would you do in a situation like this?
        3) What might happen?
        4) Why would you trust Paul?
        5) Why wouldn't you trust Paul?
        6) How would you handle this situation?
        7) Do the boys owe it to Paul to go with him?
        8) What would a safety conscious person do?

    d. Conclude by having students color their copy of "Candy Man."

THE CANDY MAN

As Jerry was walking home from school, he saw two of his friends, Kenny and Nicky, talking excitedly to a man standing next to a red car.

Since he was very curious, Jerry found himself coming closer to this small group. The man was of medium height, fairly young, dressed neatly, and good looking in his appearance. He had two chocolate bars in his hand; he had given Kenny and Nicky one each and they looked as if they wanted more.

"I'LL TELL YOU WHAT," the man was saying. "YOU COME WITH ME, HELP ME DELIVER THE REST OF MY CANDY, AND I'LL HAVE YOU HOME IN HALF AN HOUR."

"BUT I'VE GOT TO TELL MY MOTHER," Nicky said. And Kenny nodded his head in agreement.

"WELL, I SEE YOU ARE BOTH RESPONSIBLE BOYS. I'LL TAKE YOU HOME FIRST, AND THEN WE'LL GO TO WORK."

At that moment Jerry walked into the group.

"WHAT'S GOING ON?" he asked.

"PAUL, THAT'S HIS NAME, WANTS US TO HELP HIM DELIVER SOME CANDY," Nicky said.

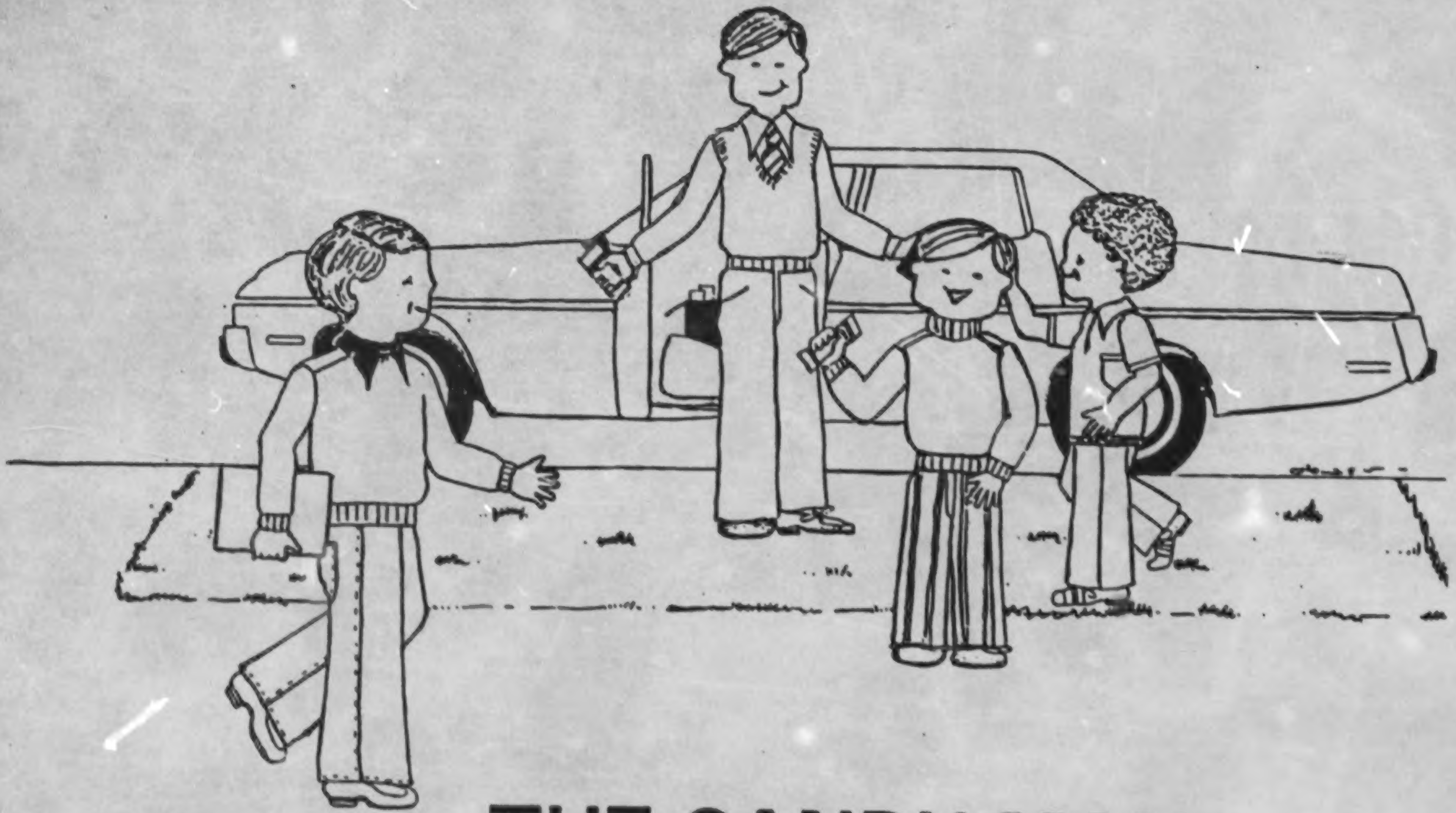
Kenny said, "YEAH! AND WE'LL GET ONE WHOLE BOX EACH FOR OURSELVES."

"SHOULDN'T YOU TELL YOUR MOM FIRST?" Jerry asked.

"SURE, PAUL WILL DRIVE US HOME, AND THEN WE'LL GO WITH HIM," Kenny volunteered.

"WANT TO COME TOO?" Nicky asked Jerry.

"GEE, IT SOUNDS GREAT," Jerry said.



THE CANDY MAN

ACTIVITIES FOR LEARNING NAMES, ADDRESSES AND PHONE NUMBERS

1. Students draw pictures of themselves and print, or have the teacher print, their first and last names just below the drawing and display on an open bulletin board.

2. Teacher places each student's first and last name on flash cards and rewards each student when one's own name is recognized.

3. Students pair off and exchange information about each other, discussing special interests, hobbies, names, addresses, telephone numbers, etc.

4. Students print their names, addresses and telephone numbers.

5. Students identify their parents' or guardians' first and last names by asking their parents or guardians to print their names at the bottom of a letter sent home which explains that their children are learning their telephone numbers, names, parents' first and last names and addresses in case of an emergency.

6. When taking attendance, call the student's first name and have them answer with their surname.

7. Give the students envelopes or have students make envelopes. Students address envelopes including the school's address as a return address.

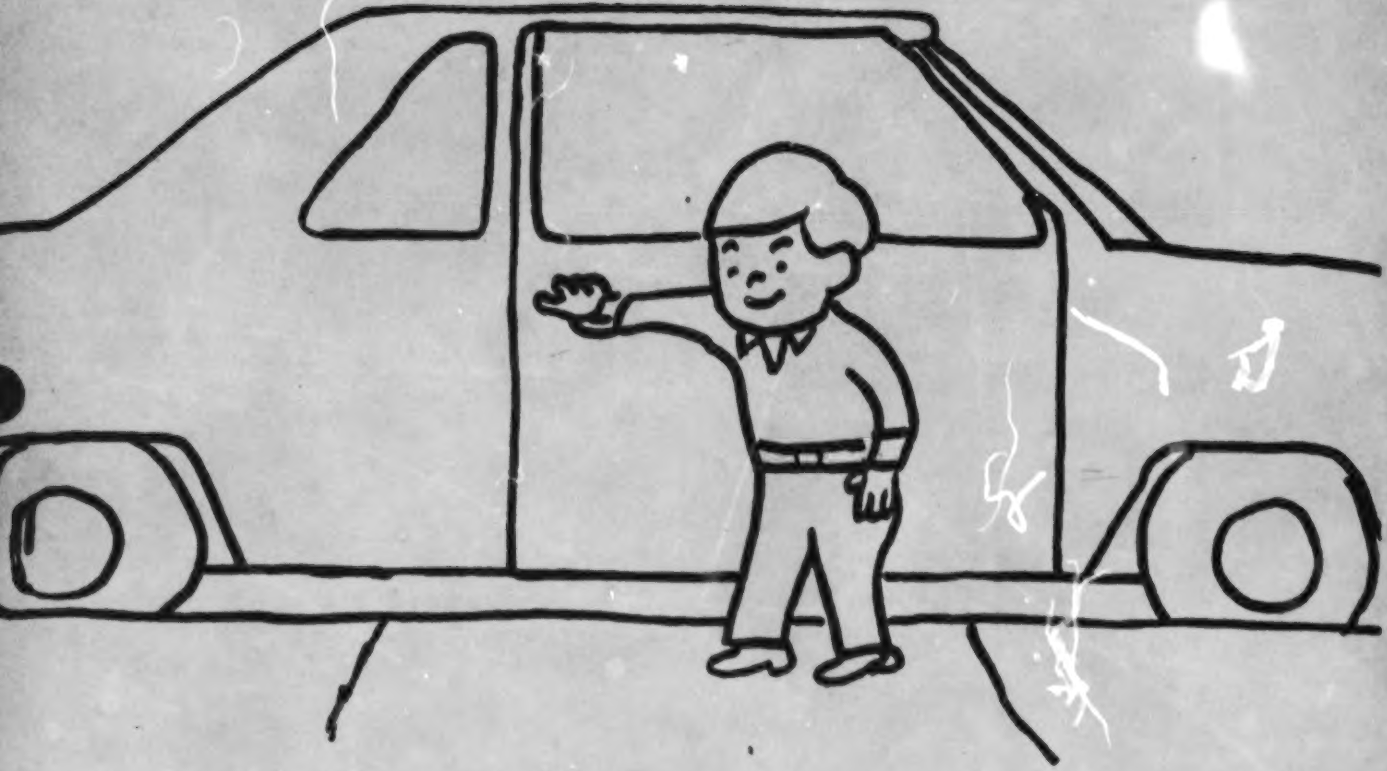
8. Tell the student that the "Valiens" are coming to take their place for three weeks while they go to planet Pluto to visit. Have the students make out an information sheet for the Valiens so they will be able to live as you do on planet Earth.

   My name______________________
   My telephone number______________
   My address____________________
   My favorite TV show______________
   My best friend's name_____________
   My hobbies are___________________
   I am happy when__________________
   I am sad when____________________
   The name of my school_____________
   My teacher's name________________

9. Role-play situation - policeman and child: You are lost from your family in a shopping center and a policeman finds you scared and crying. What would you tell him?

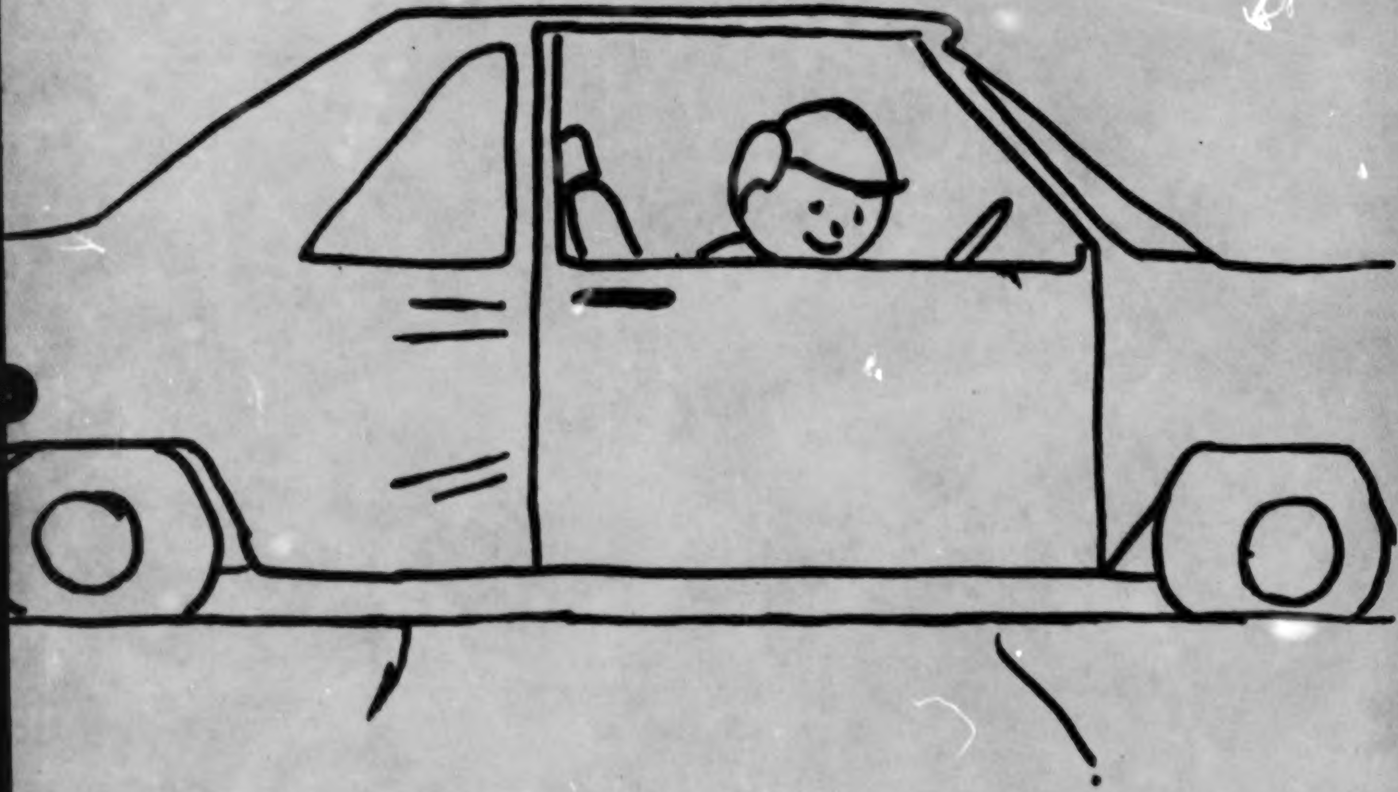
10. Role-play situation - child and two other friends: You and two other girls (boys) tried taking a new route home from school but seem to be lost. One of your friends' mother just happens by and offers you and the other girls (boys) a ride home - only she doesn't know where you live. What would you do?

ROAD SAFETY



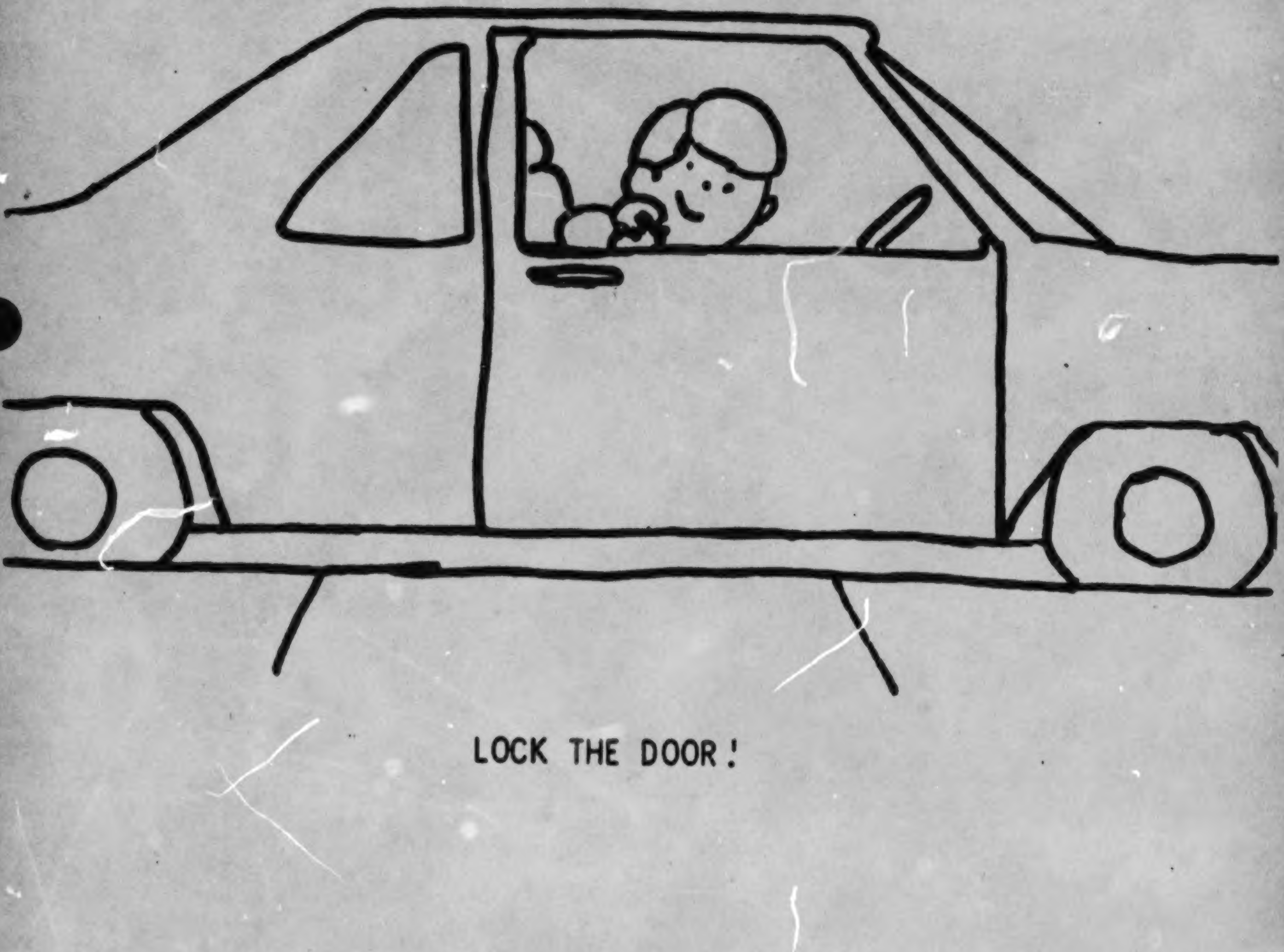
LET'S GO FOR A RIDE

Always get in from the curb side.

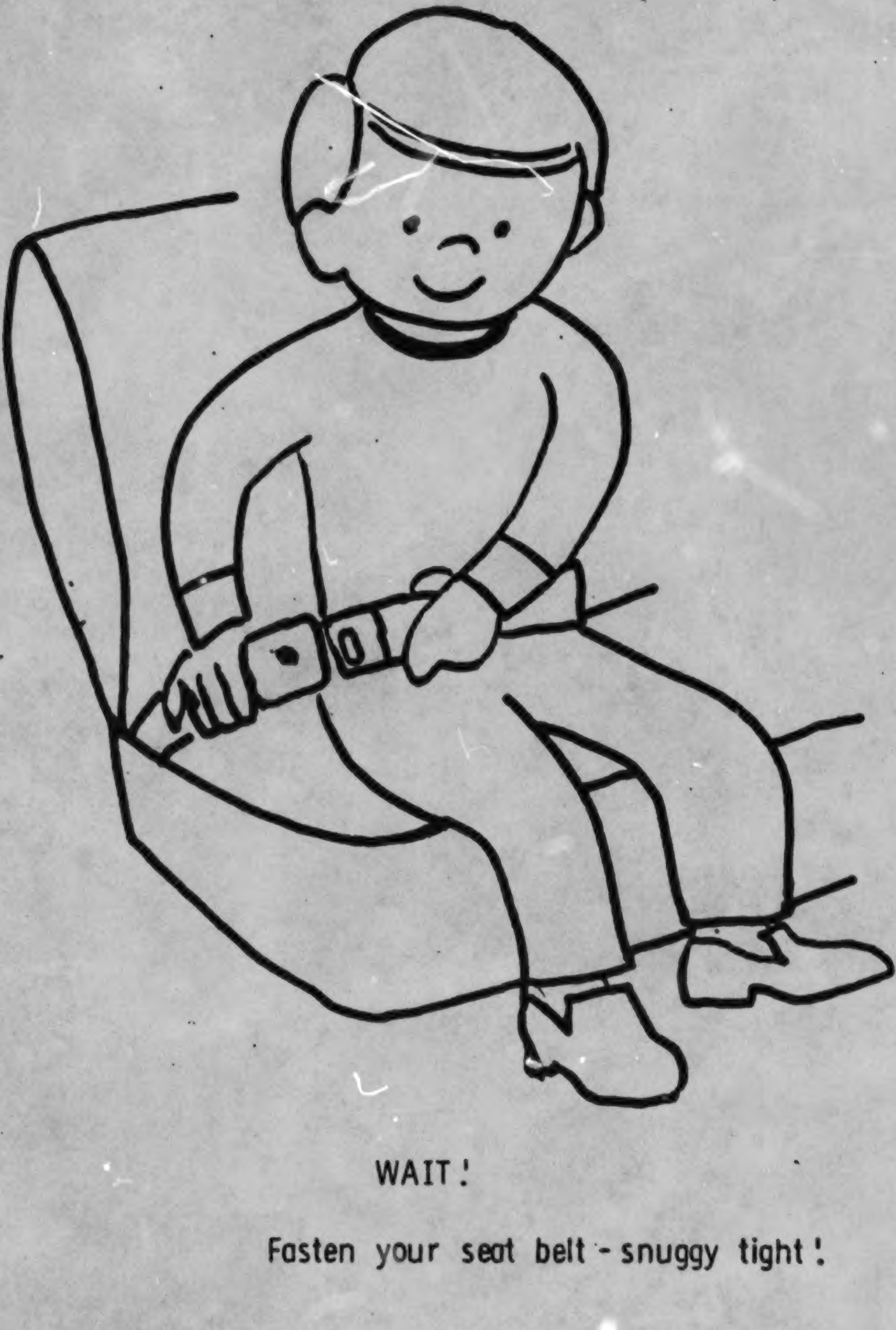


LISTEN TO THE DOOR CLOSE TIGHTLY!

Watch out that no one has his fingers in the door.

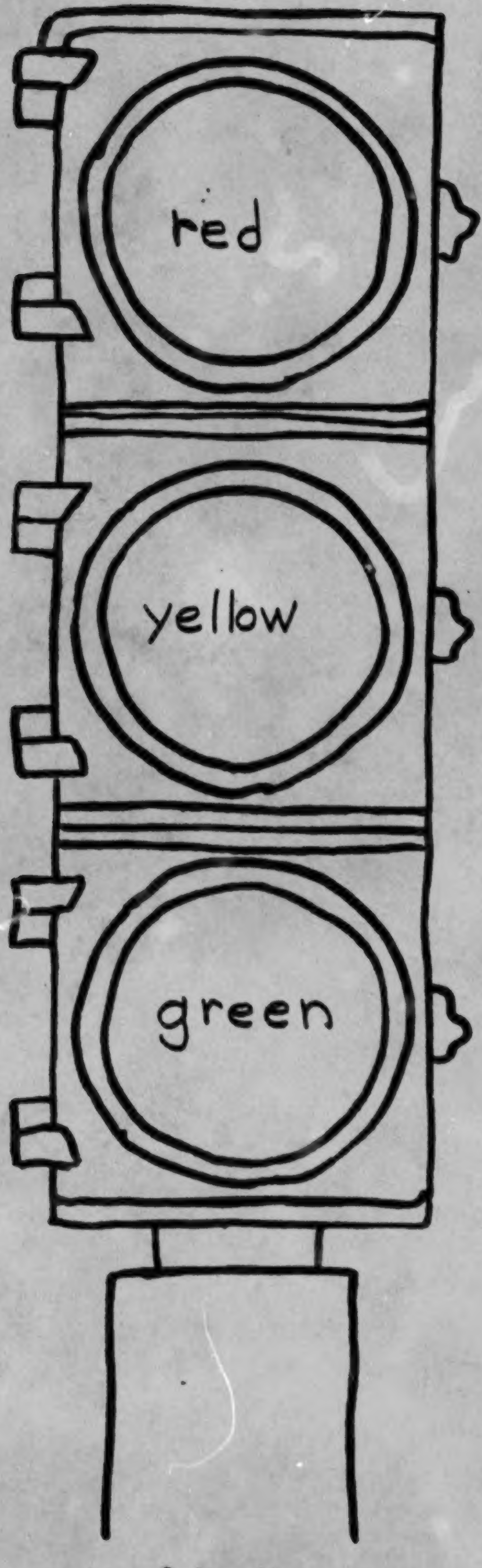


LOCK THE DOOR!

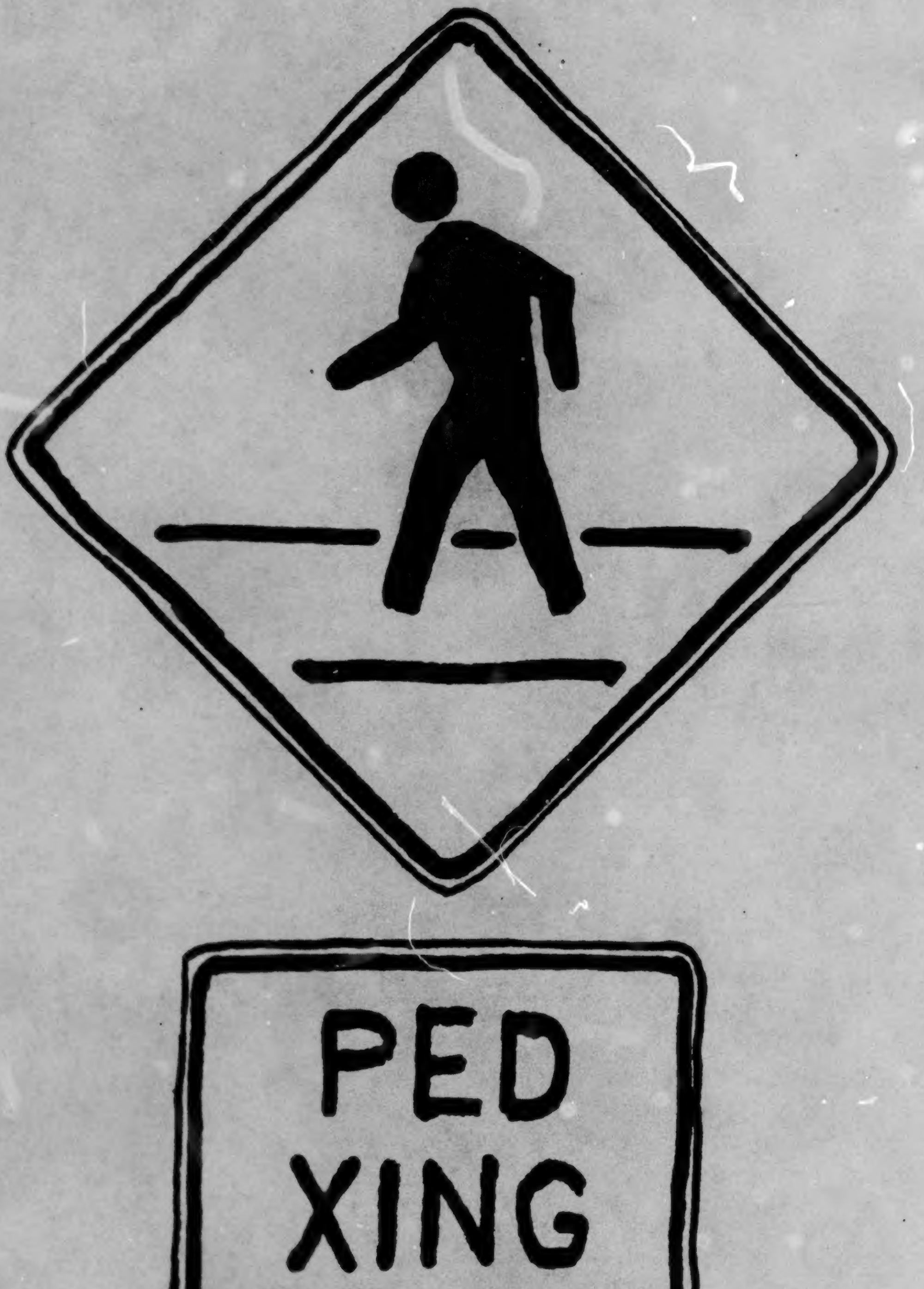


WAIT!

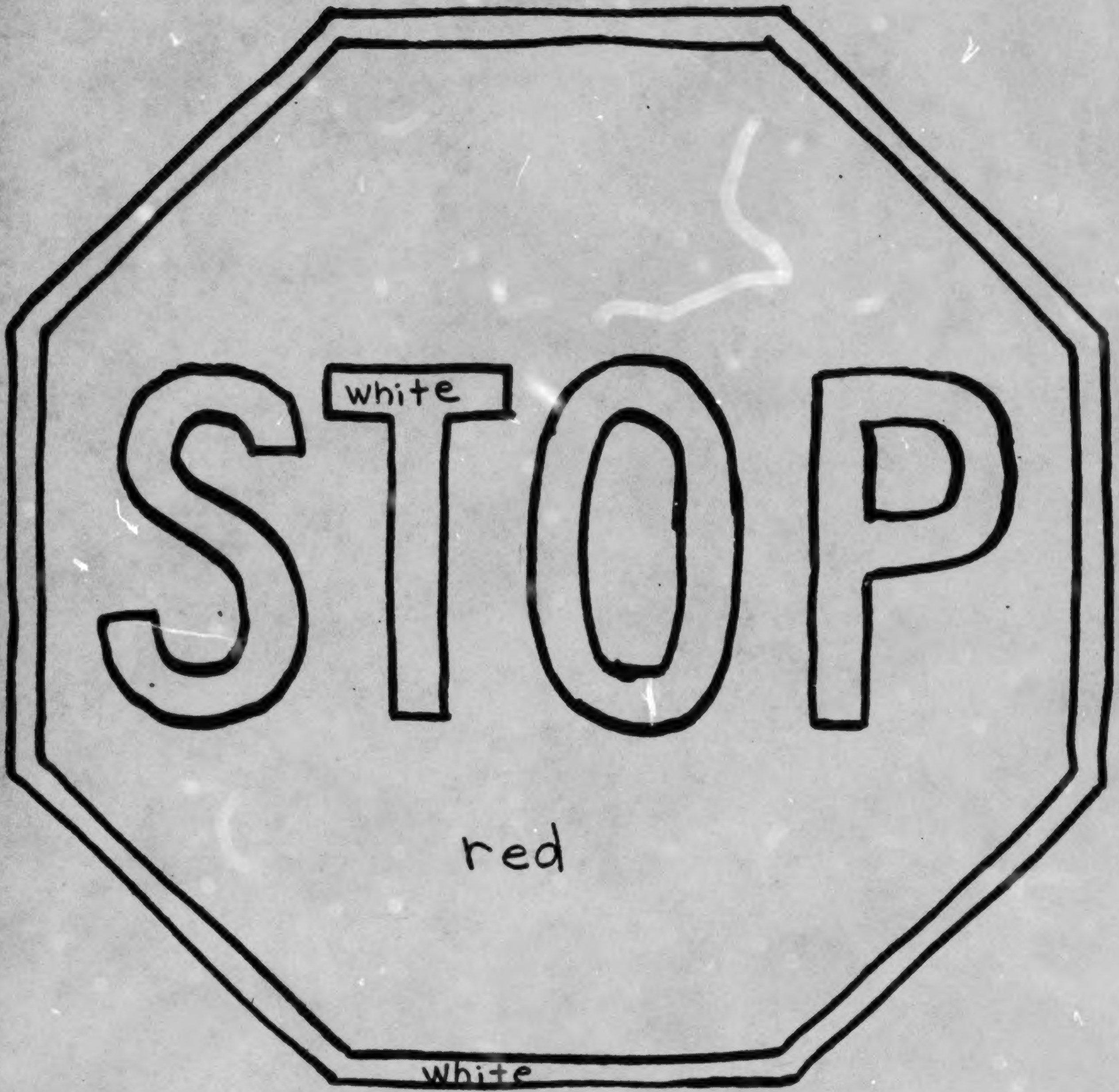
Fasten your seat belt - snuggy tight!


red
yellow
green

Color Me



Color Me

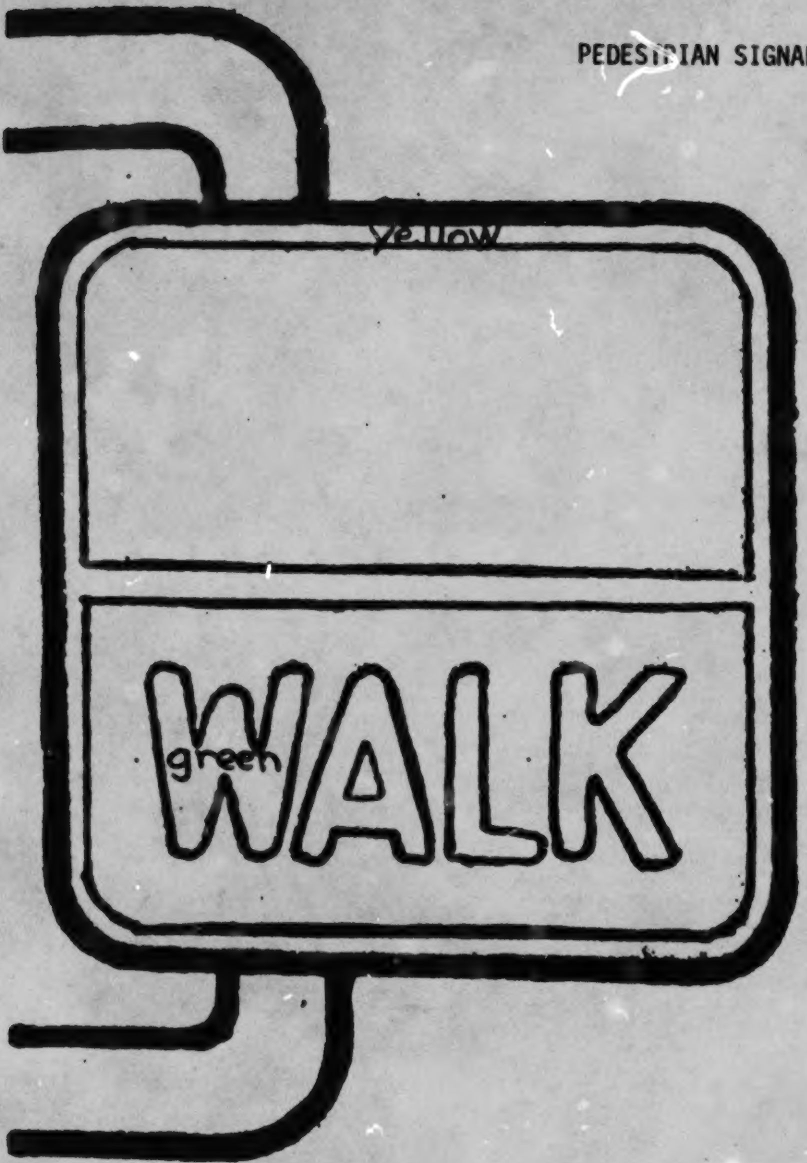

white
STOP
red
white

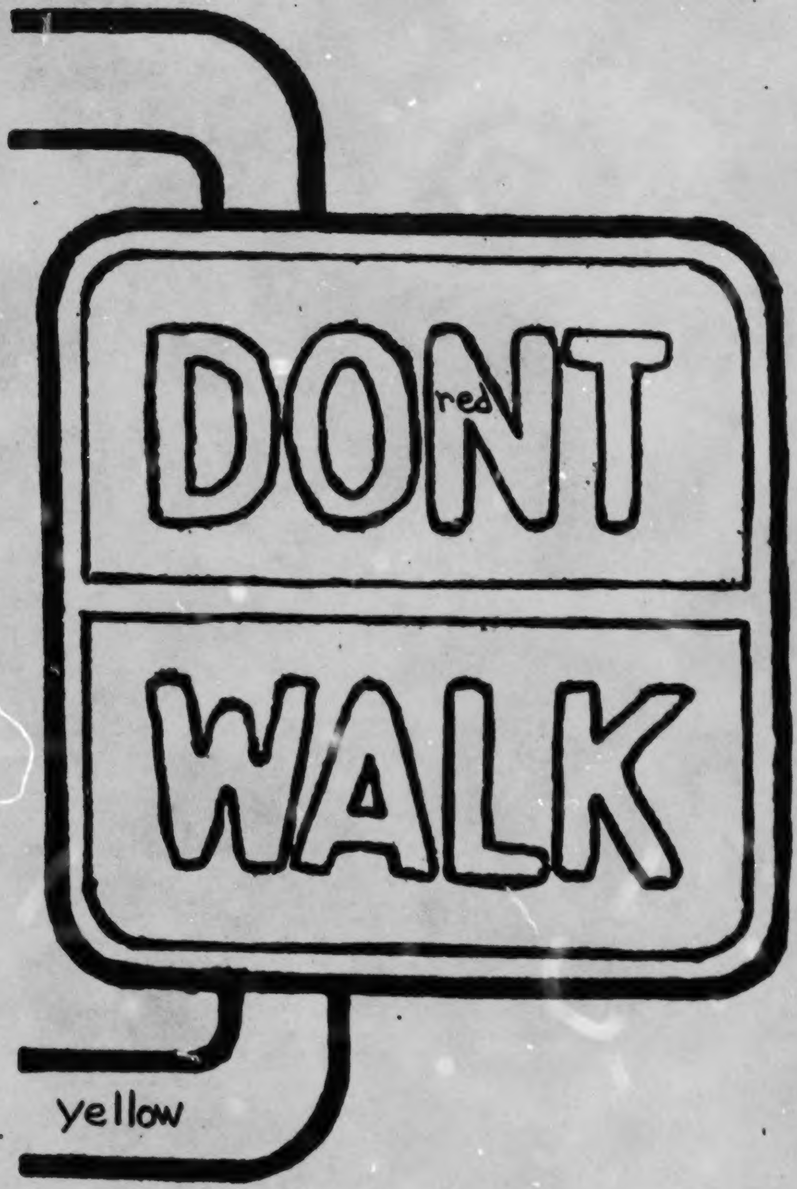
I AM A __________ SIGN

What color am I? ______________________________

Color Me

PEDESTRIAN SIGNAL


yellow
green
WALK


DONT
red
WALK
yellow

Color WALK green, DON'T WALK red and the border and support arms yellow

#5 **CURRICULUM OBJECTIVE:** The student understands the importance of not eating or drinking selected substances by:

- Explaining who should give medicine and why.
- Distinguishing between edible and non-edible plants and products.
- Developing an awareness that drugs can be good and bad.

SAMPLE LEARNING ACTIVITIES	LEARNING RESOURCES
1. Utilize pp. 19-20 to develop learning activities.	1. Activity booklet: YOU AND YOUR HEALTH
2. Utilize pp. T36-37 for enrichment suggestions and activities.	2. Text: YOU AND YOUR HEALTH
3. Show and discuss filmstrip.	3. Filmstrip: I'M NO FOOL WITH POISONS
4. Display and discuss possible poisoning products.	4. Order kit from ESD 121 entitled PREPARING FOR THE UNEXPECTED, POISON PREVENTION KIT, K-2, or make your own collection of products that are poisonous.
5. Show and discuss filmstrip.	5. Filmstrip: DRUGS, POISONS, AND LITTLE CHILDREN
6. Introduce game SAFE - NOT SAFE.	6. SAFE - NOT SAFE
7. Introduce game ASK FIRST.	7. ASK FIRST
8. Help students become aware of non-edible plants by reading story GERRETTA GIRAFFE.	8. GERRETTA GIRAFFE
9. Help students develop a sense of responsibility for young siblings through unfinished story of Brother Bunny.	9. BROTHER BUNNY
10. Encourage poison proofing the home by discussing and handing out checklist and certificate.	10. CHECKLIST CERTIFICATE
11. Discuss the hazards of scissors, objects with sharp edges, etc. a. Show the class how to handle or use different objects with special care; i.e., scissors, pencils, rulers. b. Discuss the importance of keeping improper objects away from the mouth.	

SAMPLE LEARNING ACTIVITIES (cont.)

11. (cont.)

    c. Emphasize:
        1) Never run while carrying sharp objects.
        2) Always carry the pointed end of sharp objects toward the ground.
        3) Keep sharp objects out of the mouth at all times.

    d. Have the class color, cut out and paste the safe things to put in your mouth.

LEARNING RESOURCES (cont.)

11d. THESE THINGS ARE SAFE FOR YOUR MOUTH

12. Related films available from ESD 121:

    DRUGS: A PRIMARY FILM
    DANGER: POISON
    SNIFFY ESCAPES POISONING

SAFE - NOT SAFE

Teacher assembles pictures of a variety of substances (safe food and harmful products). Teacher places two containers in the front of the class with "Safe" and "Not Safe" labels.

One student chosen to play the role of "mother" or "father" stands beside the exhibits and chooses another student to begin the game. As a student's turn comes, he/she stands up and shows a product, explains the product and tells why it is safe or not safe to eat. The student then asks the "mother" or "father," "May I eat this?" If "Yes, it is safe," he/she places the product in the "safe to eat" container and sits down.

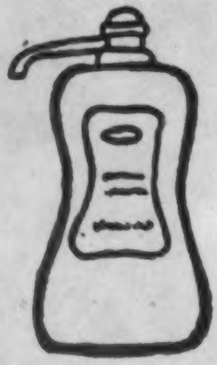
If the answer is, "No, it is not safe for you to eat," the student puts the picture in the "not safe to eat" container. If "mother" or "father" has difficulty in deciding or makes a mistake, students or teacher should supply the correct answer. The teacher should stress that, "We ask first."

At the end of the game, review safe and not safe products.

Students complete SAFE TO TASTE - NOT SAFE TO TASTE handout.

HANDOUT: SAFE TO TASTE? NOT SAFE TO TASTE?

Color those pictures that are safe to taste. Put an "X" over the pictures that are not safe to taste.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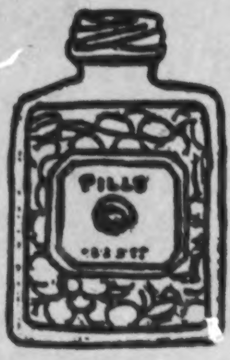

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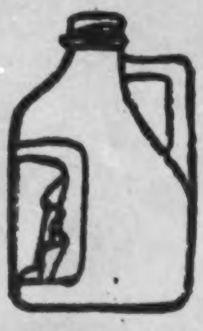
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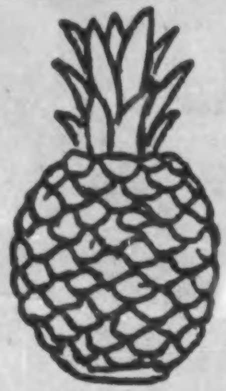
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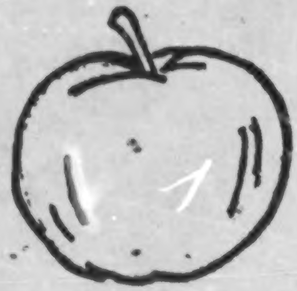
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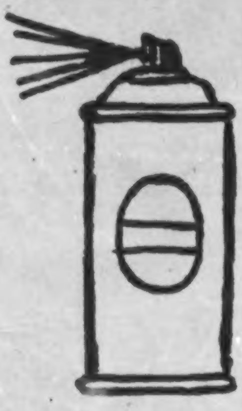
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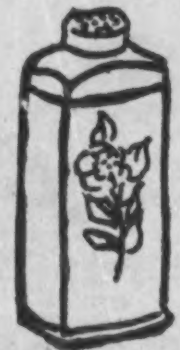
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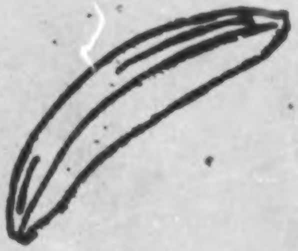
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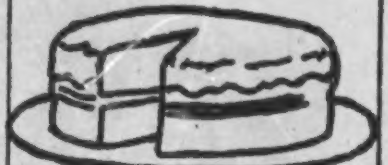
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ASK FIRST

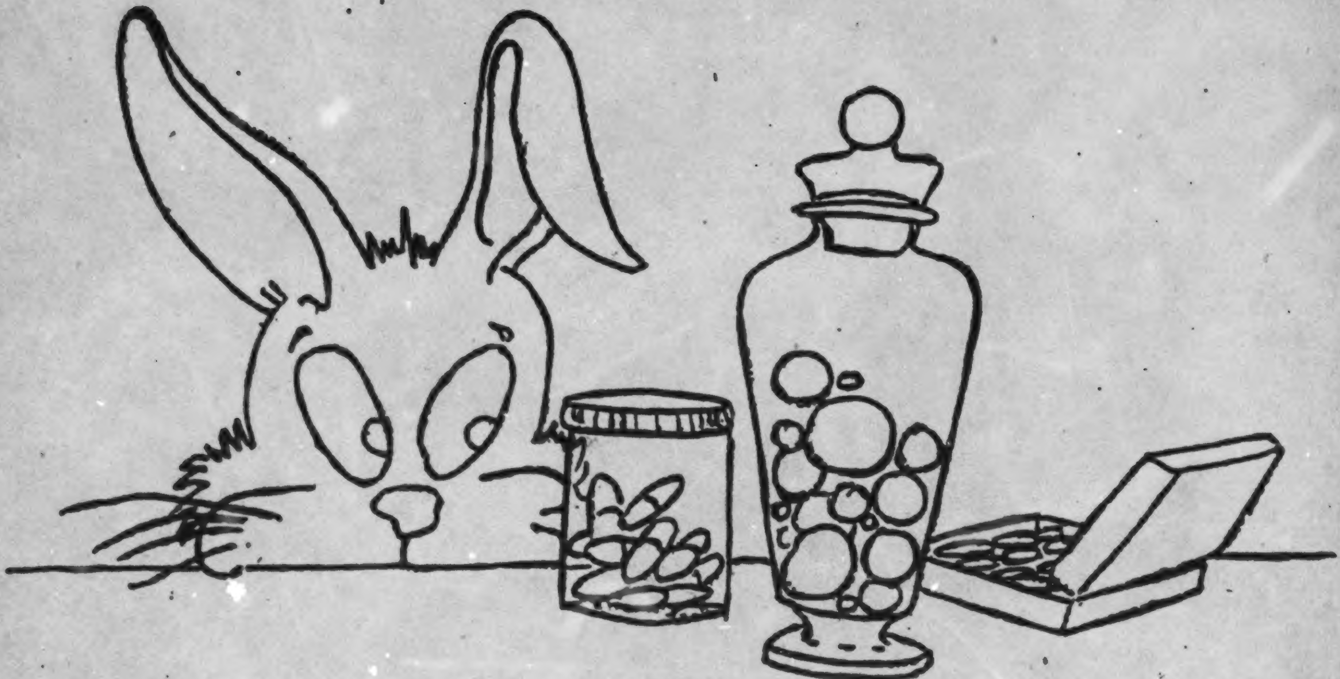
1. Read to class the story of "Ferris the Bunny."
2. Students either write an ending to the story or tell the teacher the ending to the story.
3. Discuss the concept of "Always ask first," even if the substance looks like candy. Also discuss what Grandpa Hare should have done with his medicine.

   NOTE: Many poisoning situations occur at the grandparents' house because they oftentimes leave medicines and poisonous products within reach of small children.
4. Students color the handout.

FERRIS THE BUNNY

One afternoon Ferris came bounding in from out in the garden. He was tremendously hungry, he thought, after a tiring game of bunny tag. He really did plan to ask his mother for something to nibble on, but he didn't notice her anywhere about. He hopped into the kitchen looking for something good to eat. Ferris was a growing bunny and had already grown large enough to reach his nose up to the counter. From this position he managed to see two very interesting jars with tasty looking colorful little candies in them. What poor Ferris did not realize was that one of these bottles contained pills that were intended for old Grandpa Hare. They were medicine. Even though they looked good enough to be candy, they would be very dangerous for Ferris to eat. Ferris lifted himself with his hind legs as far as he could and streteched a paw out to grab one of the inviting jars. What do you think happened next?

Finish the story.



You must be
careful
because
medicines may
make you sick
if you
mistake
them for candy.

GERETTA GIRAFFE

Read the story of "Gerretta Giraffe" to the class. Students either tell the teacher the ending to the story or write the ending.

Discuss the concept of never eating something you are not sure of even if it looks good enough to eat.

Color the handout, page

GERETTA GIRAFFE

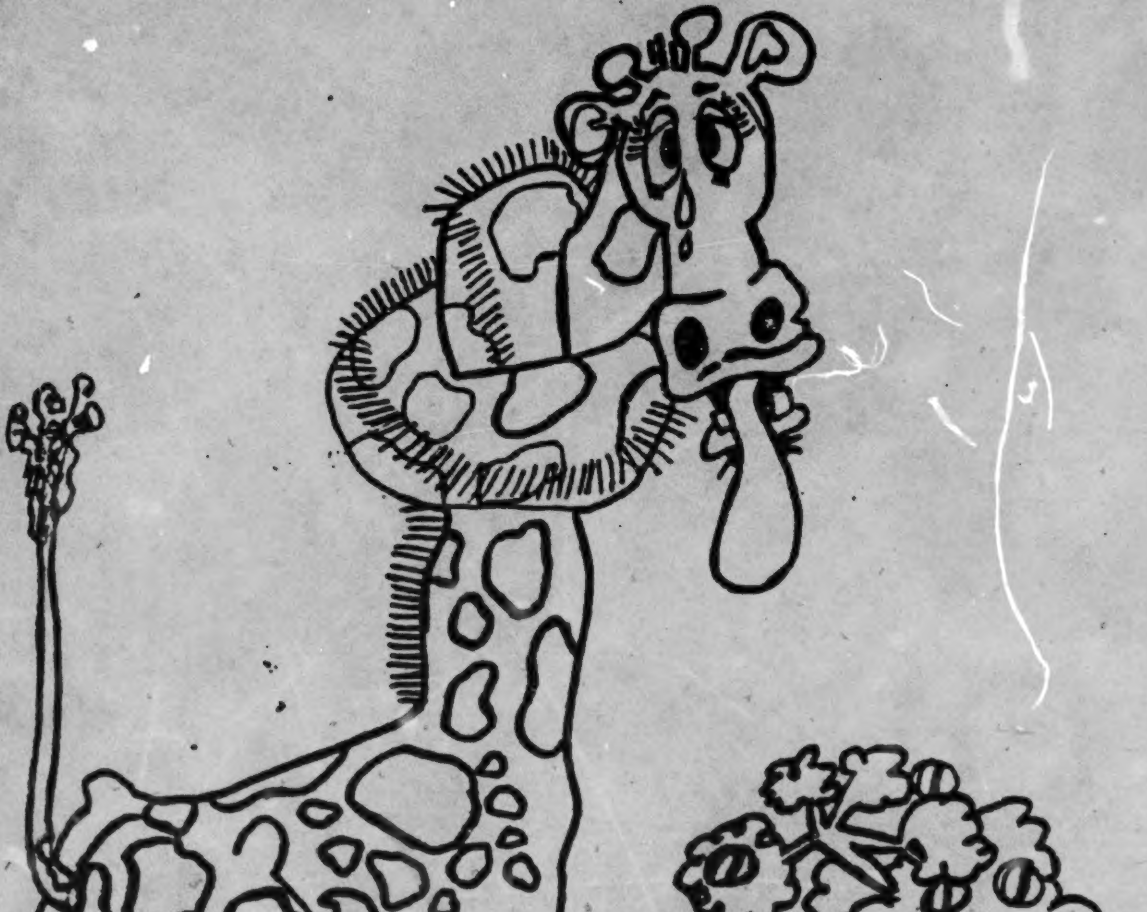
One beautiful afternoon Gerretta decided to take a walk in the bright sunshine. It was a perfect day for a walk and she was having so much fun looking at all the plants and animals along the way. She even saw a chipmunk run up a tree.

As she was walking along Gerretta came to a tree that had little red berries on it. Oh, and you know how much giraffes like to nibble on plants. The berries looked so good and Gerretta was wondering how they would taste.

What did Gerretta do?

Finish the ending of the story.

GERRETTA GIRAFFE



WHAT DID GERRETTA DO?

BROTHER BUNNY

Read or tell the following story and ask students to create an ending, and write it on handout, p.   Discussion should follow concerning responsibility for younger brothers and sisters.

BROTHER BUNNY

One day Twitch and Twiggle's mother said, "I must go shopping. Will you watch Brother Bunny while I'm gone?"

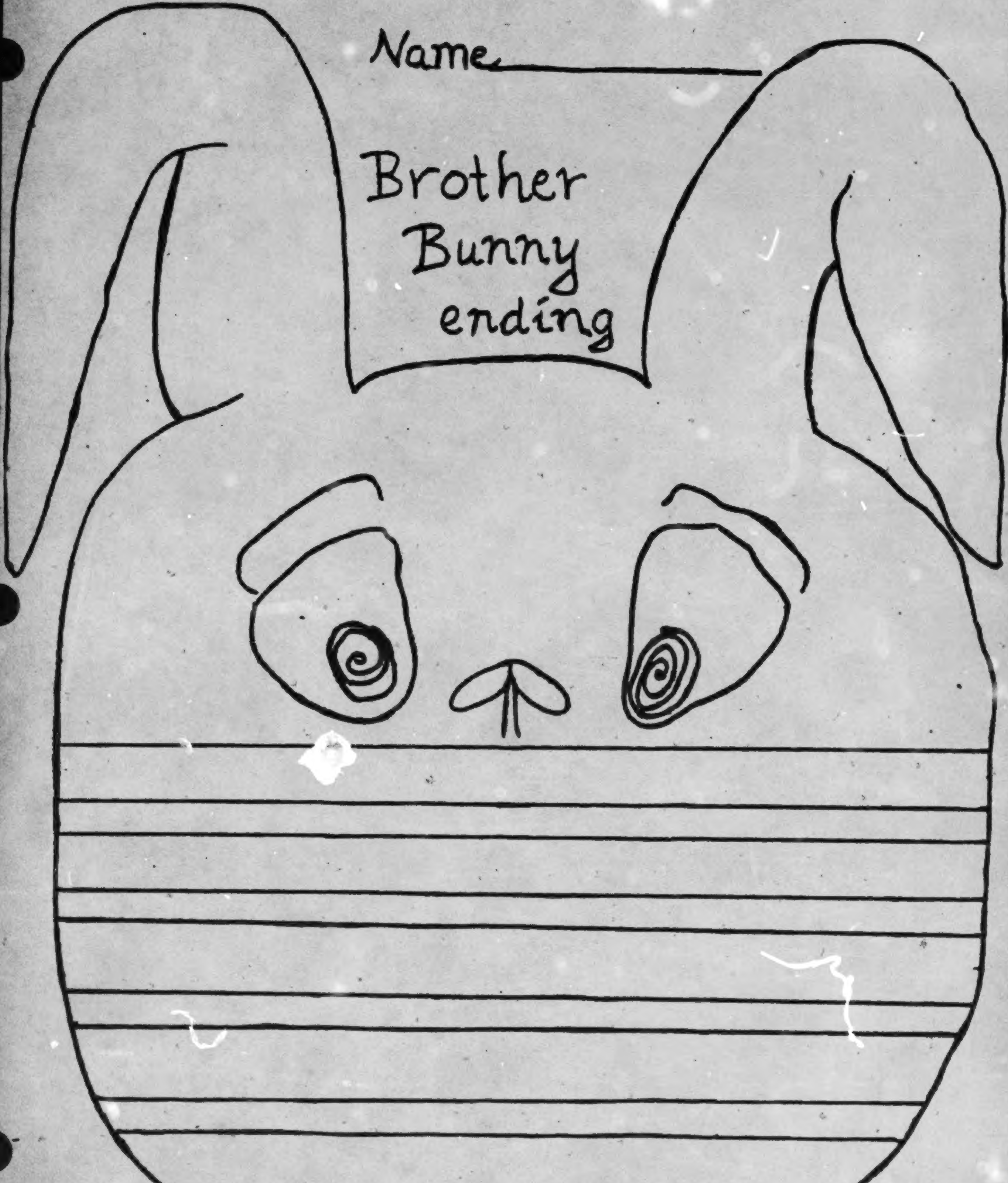
"Oh yes," said Twitch and Twiggle. They enjoyed taking care of their little brother. It made them feel so very grown up. But little Brother Bunny hopped very, very fast even though he couldn't talk yet. He was always getting into everything. They had to watch him every minute. He was always putting things into his mouth. He was too young to know better. Twitch and Twiggle played with Brother Bunny. After a while, he got tired and bent right over on the rug and went to sleep. Twitch and Twiggle turned on the TV. They were so interested in the Bugs Bunny Show that they forgot Brother Bunny. When they looked around, he was gone. They found him in the kitchen. There was something black smeared all over his face. He had something in his mouth. There was a bottle of paw polish spilled on the floor.

How does this story end?

What should Twitch and Twiggle have done to prevent this from occuring?

Name____________

Brother Bunny ending



HOME SAFETY CHECK LIST

Dear

(name of teacher)

I took this check list home and helped my family check all of the places where potentially poisonous products might be found. We talked about safer places and ways in which to keep things which might be poisonous. I promised always to ask before tasting anything I found around the house. I'm going to try to protect other children who live in my home or come to visit us, too, so they will be safe from poisoning.

Here are the places my family looked to see if potentially poisonous products were packaged in safety containers and stored safely, out of reach of little children:

Bathroom ☐
Bedrooms ☐
Kitchen ☐
Living room ☐
Closets ☐
Dining area ☐
Basement ☐
Garage ☐
Attic ☐
Yard ☐
Workshop ☐
Utility Room ☐
Special Storage Places ☐
Porch and under the porch ☐
Other ☐

My family looked especially for these things:

Kerosene and Gasoline ☐
Lye and Bleaches ☐
Soaps and Detergents ☐
Polishes and Cleaning Powders ☐
Ant and Rat Poison ☐
Aspirin and Other Medicines Including Vitamins ☐
Disinfectants and Deodorants ☐
Moth Balls and Pesticides ☐
Paint Remover and Turpentine ☐
All Kinds of Sprays ☐
Fertilizer and Weed Killers ☐
Toilet Bowl and Drain Cleaners ☐

Now we hope that our home is poison-proof!

Sincerely yours,

(name of child)

Super Snooper Award

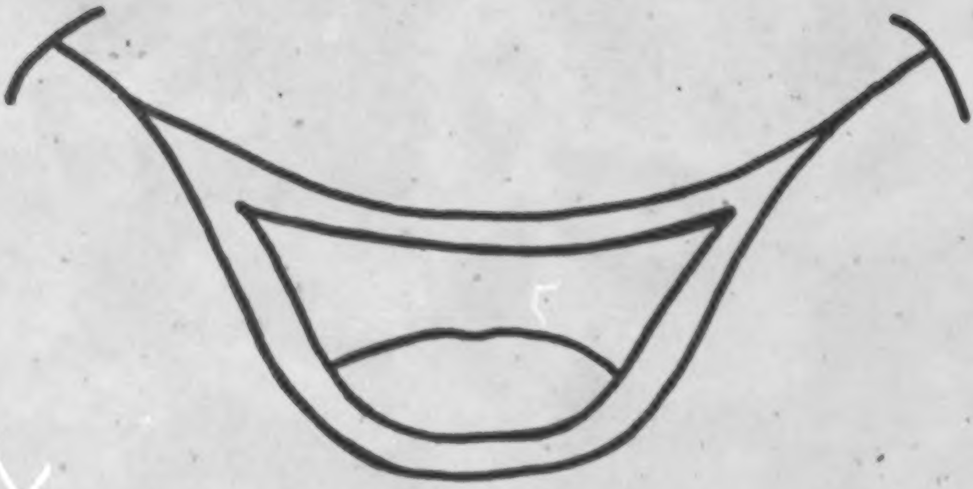
This is to certify that the home of

____

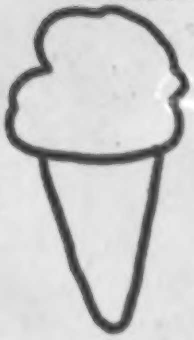
has been poison-proofed.

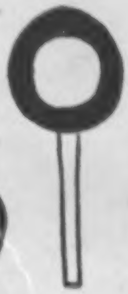
Signed ____________________

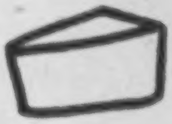
These things are safe for your mouth.

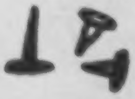


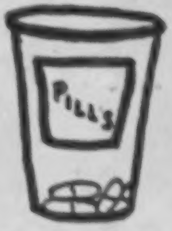
Color and paste onto mouth above things that are safe to put in your mouth.

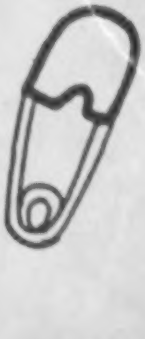


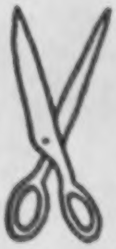


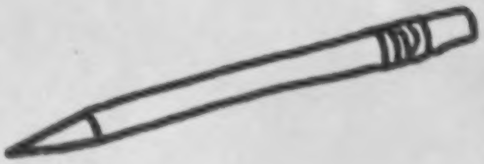


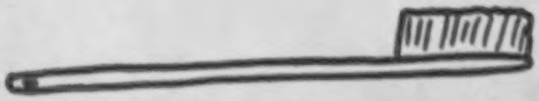












#6 **CURRICULUM OBJECTIVE**: The student is able to explain the importance of a nutritious morning meal by:

- Indicating some foods that constitute a good breakfast.
- Describing how one may feel if one does not eat breakfast.
- Describing a breakfast one can make.

SAMPLE LEARNING ACTIVITIES	LEARNING RESOURCES
1. Students read and discuss pp. 94-99.	1. Text: YOU AND YOUR HEALTH
2. Utilize pp. 21-22 to develop learning activities.	2. Activity booklet: YOU AND YOUR HEALTH
3. Utilize pp. T38-39 for enrichment suggestions and activities.	3. Text: YOU AND YOUR HEALTH
4. Show filmstrip. Discuss.	4. Filmstrip: NUTRITION FOR LITTLE CHILDREN
5. Students could make and eat breakfast at school.	

#7 **CURRICULUM OBJECTIVE:** The student understands the importance of teeth and how to care for them by:

- Explaining why teeth are needed.
- Explaining how six year molars get their name.
- Naming the things to do to maintain healthy teeth.
- Demonstrating how to brush the teeth.

SAMPLE LEARNING ACTIVITIES	LEARNING RESOURCES
1. Students read and discuss pp. 106-119.	1. Text: YOU AND YOUR HEALTH
2. Utilize pp. 25-26 to develop learning activities.	2. Activity booklet: YOU AND YOUR HEALTH
3. Utilize pp. T39-40 for enrichment suggestions and activities.	3. Text: YOU AND YOUR HEALTH
4. Read book to students. Note: Activities related to the library book can be found in the learning guide Let's Read and Find Out about HEALTH, NUTRITION AND YOU, Harper and Row, Publishers.	4. Library book: HOW MANY TEETH?
5. Show filmstrip and discuss.	5. Filmstrip: TOOTHTOWN, USA
6. Use large set of teeth to demonstrate correct brushing techniques.	6. ESD 121: TOOTHBRUSH KIT
7. Discuss prevention of dental accidents and have students draw their ideas; i.e., biting on hard objects such as metal spoons, wood, hard candy; picking at teeth; running into objects; playing catcher without a mask; pushing and shoving at drinking fountains, etc.	
8. Utilize lesson "Teeth: What They Are and What They Do."	8. LEARNING ABOUT YOUR ORAL HEALTH, K-3, American Dental Association Teaching Guide

#8 CURRICULUM OBJECTIVE: The student is able to choose nutritious foods and explain their effect on growth by:

- Placing foods into the four food groups.
- Describing benefits of nutritious foods.
- Explaining effects of advertising on food choices.

SAMPLE LEARNING ACTIVITIES	LEARNING RESOURCES
1. Students read and discuss pp. 90-93, 100-105.	1. Text: YOU AND YOUR YOUR HEALTH
2. Utilize pp. 23-24 to develop learning activities.	2. Activity booklet: YOU AND YOUR HEALTH
3. Utilize pp. T38-39 for enrichment suggestions and activities.	3. Text: YOU AND YOUR HEALTH
4. Select activities from Dairy Council Kit, especially Unit 1 - activities 3, 4, 9; Unit 2 - activities 1, 2.	4. Dairy Council Kit, Level 1

#9 **CURRICULUM OBJECTIVE:** The student is able to explain ways to contribute to a healthy environment by:

- Discussing the need for conserving.
- Describing ways to save water, electricity, paper, etc.
- Describing ways of recycling waste products.
- Appreciating the need to avoid littering.
- Demonstrating responsibility for personal property.

SAMPLE LEARNING ACTIVITIES	LEARNING RESOURCES
1. Students read and discuss pp. 120-139.	1. Text: YOU AND YOUR HEALTH
2. Utilize pp. 27, 30 and develop learning activities.	2. Activity booklet: YOU AND YOUR HEALTH
3. Utilize pp. T41-42 for enrichment suggestions and activities.	3. Text: YOU AND YOUR HEALTH
4. Read book to students. Note: Activities related to the library book can be found in the learning guide Let's Read and Find Out about HEALTH, NUTRITION AND YOU, Harper and Row, publishers.	4. Library book: OXYGEN KEEPS YOU ALIVE
5. At the beginning of the week, bring a large trash bag. Each day the students collect the trash on the playground or in the classroom and put it in the trash bag. At the end of the week, weigh the trash. Lead a discussion about what would happen if trash were never picked up. (How might trash affect health?--Increase in rodent and insect population that may cause sickness.) Discuss how the students can help keep trash from accumulating too much. Discuss ways community people work together to prevent accumulation of trash. Students draw pictures of "litter bugs."	5. Trash bags

APPENDIX I

HEALTH EDUCATION P 6122.8

Health education is an integral part of the instructional program of the Federal Way Public Schools. Its goal is the development of knowledge about one's health and to assist students in acquiring information necessary for positive physical and emotional health so that they can establish sound personal health practices and conduct themselves in a manner that is in the interest of the public's health and safety.

Health education includes sex education which is defined by the State Board of Education (WAC 180-50-070) as the study of the anatomy and physiology of human reproduction.

The primary responsibility for family life and sex education, including moral responsibility, rests upon the home and church. The school can only supplement and complement those standards established in the family.

The school district shall establish a Health Education Advisory Committee which consists of patrons, health care professionals, district educators and students. The Advisory Committee shall be involved in the planning, development, evaluation, and revision of the health curriculum and instructional materials.

Any parent or legal guardian who wishes to have his/her child excused from any planned instruction in sex education during the current school year, may do so upon filing a written request with the School District Board of Directors through the principal of the school in which the child is enrolled. The form, Parent Request for Exclusion From Planned Instruction in Sex Education, is available in all schools in the district.

Alternative educational endeavors shall be provided for those excused.

Reference: WAC 180-50-070
180-56-061
180-56-230
180-16-200
180-16-230

Adopted: 5/27/80

APPENDIX II

HEALTH EDUCATION

R 6122.8

I. Advisory Committee

The school district shall involve patrons, health care professionals, district educators, students, and religious organizations in the planning, development, evaluation and revision of the health curriculum and instructional materials. The Health Education Advisory Committee shall consist of the following:

Health coordinating teacher
Director of Curriculum
3 teachers - 1 elementary, 1 Junior High, 1 High School
2 principals - 1 elementary, 1 secondary
School physician
School nurse
1 guidance counselor
2 students - 1 Junior High and 1 High School
5 patrons - one from each Junior High service area
1 member of the Federal Way Ministerial Council

The Health Education Advisory Committee will recommend to the Instructional Materials Selection Committee materials that pertain to the district's health curriculum.

II. Student Exemption

Any parent or legal guardian who wishes to have his/her child excused from any planned instruction in sex education during the current school year, may do so upon filing a written request with the School District Board of Directors through the principal of the school in which the child is enrolled. The form, Parent Request for Exclusion From Planned Instruction in Sex Education, is available in all schools in the district. A copy of Form No. 246 is attached.

Alternative educational endeavors shall be provided for those excused.

Reference: WAC 180-50-070
180-56-061
180-56-230
180-16-200
180-16-230

Adopted: 5/27/80

FEDERAL WAY SCHOOL DISTRICT

HEALTH EDUCATION RESOURCE GUIDE

GRADE 2

DECEMBER 1981

FEDERAL WAY PUBLIC SCHOOLS

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1980-82

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Jean Fleming, Patron
Barbara Kornell, Patron
Jerry OR Kris Werner, Patron
Carol Weymiller, Patron
Dennis OR Patricia Woodey, Patron

Dan Havrilak, Student
Wes Whitseck, Student

Lucille Trucano, Consultant

GRADE 2

TABLE OF CONTENTS

PREFACE

HEALTH EDUCATION PERSPECTIVES

HEALTH SCOPE AND SEQUENCE CHART

CURRICULUM OBJECTIVES:

1. The student increases positive self-concept.
2. The student is able to discuss ways in which people are similar or different.
3. The student is able to describe how the brain and senses help keep one safe.
4. The student is able to summarize how the four food groups contribute to eating nutritiously.
5. The student is able to name factors which promote health and growth.
6. The student is able to identify individuals and resources in the community which help people stay healthy.
7. The student is able to describe ways to contribute to a healthy environment.

APPENDIX I - Health Education Policy (P 6122.8)

APPENDIX II - Health Education Regulation (R 6122.8)

PREFACE

The Health Education Resource Guides for grades 1-6, 8 and 12 have been developed by Federal Way School District teachers. The main purpose of the guides is to provide teaching suggestions and resources for teachers.

Each Health Education Resource Guide is organized around the "core" curriculum objectives for the particular grade level. *It contains more learning activities and materials than one can possibly use in the time allotted for health education.* Teachers are expected to choose the most appropriate activities for their students in meeting the objectives.

The Health Advisory Council believes that in addition to a textbook, supplementary materials such as films, charts, filmstrips and community resources are essential components of a comprehensive health education program. These materials and resources are coordinated with the curriculum objectives

Instructional materials on family life/sex education must be approved by the Health Advisory Council prior to purchase or use in the classroom. Teachers should use their professional judgment regarding materials on other health topics that may be controversial. A copy of District Policy and Regulation on Health Education is in the appendix. If there are questions regarding the appropriateness of new materials, please contact the Health Coordinating Teacher or the Director of Curriculum.

Revised 11/30/81

HEALTH EDUCATION PERSPECTIVES

Health is a state of physical, emotional and social well-being, not just the absence of disease. Good health is fundamental to the vitality needed for a full and productive life.

Health education is a process by which students learn to make informed decisions affecting their physical, emotional and social well-being. The focus of health education is on well-being, how it is achieved, maintained and enhanced. For many, health education may serve to maintain or reinforce healthful behavior being practiced; for others, health education may serve as an avenue for change to behavior which will lead to better health.

The contents selected for inclusion in the health curriculum are based on the personal health needs, community health needs, developmental characteristics and interests of the students. Since self-image affects behavior, enhancement of self-image and understanding factors which influence behavior are important parts of the program. A diversity of teaching methods will accomodate different abilities and learning styles of students.

In health education what is right or wrong may be in the value system and belief of the individual. Authorities may differ in their views. Students will be encouraged to study all sides of a question, and to form and express their own opinions. They will have access to materials and information representing both sides of an issue.

In the study of health, teachers will not present their own personal prejudices but will guide discussion with thoroughness and objectivity. They will acquaint students with the importance of reviewing information critically, and help students respect conflicting opinions. Finally, the privacy of individual students and their family will be respected in the implementation of the health curriculum.

[illegible]RAL WAY SCHOOL DISTRICT

HEALTH EDUCATION CURRICULUM SCOPE AND SEQUENCE

	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 8	GRADE 12
MENTAL HEALTH	Self concept Expressing feelings Friendship	Self concept Understanding people Emotions	Emotions Making decisions	Self concept Human behavior Drug use & misuse Smoking	Coping skills Emotions Alcohol use & misuse Growth & development	Self concept Friendship Handicaps Making decisions Growth & development Alcohol & drug misuse & abuse	Self concept Friendship Understanding people Making decisions Feelings & emotions Family Alcohol & drug misuse & abuse	Making decisions Maintenance of mental health Family life Alcohol & drug misuse & abuse
PHYSICAL HEALTH	Health habits Growth patterns Nutrition Dental health	Senses Health habits Growth patterns Nutrition	Cells & organs Growth patterns Health habits Nutrition Dental health	Circulatory system Brain & senses Health habits Dental health	Senses Hygiene Skin, hair & nails Skeletal system Digestive system Dental health Nutrition Respiratory system Stages of growth	Nervous system Stages of growth Reproductive system Hygiene Nutrition Drug use	Body systems Nutrition Heredity Stages of growth Birth defects Drug & alcohol effects Smoking	Fitness Nutrition Genetics & birth defects Alcohol & drug effects
COMMUNITY HEALTH	Healthy environment	Health care Health careers Healthy environment	Disease prevention Healthy environment	Disease prevention Health agencies		Disease prevention Health agencies	Disease prevention Health care	Consumer health Disease control
SAFETY	Pedestrian Playground Poison prevention Personal safety	Bicycle Animal Poison prevention Fire	First aid Bicycle Water Electrical Recreational	Pedestrian Bicycle Water	Bicycle	First aid Recreational safety Outdoor safety	First aid CPR	First aid CPR Accident prevention

#1 CURRICULM OBJECTIVE: The student increases positive self-concept by:

- Naming emotions.
- Describing what makes self happy.
- Relating something that is special about self.
- Discussing what can be learned from mistakes.

SAMPLE LEARNING ACTIVITIES

1. Students read and discuss pp. 8-9, 15-29.
2. Utilize activities on pp. 1-3, 7-8.
3. Select from student activities, pp. T30-32.
4. Students create book about self or create a poster about self.
5. Each day, during designated time, choose one student to receive special attention. Students take turns telling what they like about that person. The student then tells how positive things make one feel.
6. Have students write the following on paper:
   "I am proudest of . . . . . ."
   Fill in:
   - a. Thing I've done for someone.
   - b. School achievement.
   - c. Time I helped someone.
   - d. Thing I've made.

   Give each student a chance to discuss what he/she wrote. (The activity can be done in pairs rather than with the whole class.)

LEARNING RESOURCES

1. Text: YOU AND YOUR HEALTH
2. Activity booklet: YOU AND YOUR HEALTH
3. Text: YOU AND YOUR HEALTH
4. Book teacher reference: MIRACULOUS ME

7. Related films available from ESD 121:

   FEELING (a series)
   FAIRNESS GAME

#2 CURRICULM OBJECTIVE: The student is able to discuss ways in which people are similar or different by:

- Identifying ways people are alike.
- Identifying ways each person may be unique.
- Identifying ways disabled people manage their handicaps.

SAMPLE LEARNING ACTIVITIES

1. Students read and discuss pp. 10-16.
2. Utilize pp. 4-6, student activities.
3. Select student activities pp. T30-32.
4. Students make positive vocabulary mobiles.
5. Read book to students.
6. Discuss obvious differences and likenesses among people:
   a. Arrange to have a sibling of one or more class members come into the classroom.
   b. If students do not know which student is related to the guest(s), play a guessing game.
   c. If students generally know the guest or have guessed, have the guest and the student stand together.
   d. Have the rest of the class note the likenesses and differences in the siblings. Discuss obvious differences and likenesses (size, hair color, age) and subtle ones (eye color, shape of head, likes and dislikes).
7. Help students understand handicapped people:
   a. Ask students to raise their hands if they have had their eyes and hearing checked. Discuss why these examinations are given and what might be found; i.e., some children get glasses, some need hearing aides. These can make a difference in what a person is able to do.
   b. Ask nurse or doctor to visit. Have speaker discuss other disabilities and ways to manage them; i.e., wheelchair, leg braces, heart defects, paralysis, missing body parts.
   c. Show and discuss a film on handicapped individuals.

LEARING RESOURCES

1. Text: YOU AND YOUR HEALTH
2. Activity booklet: YOU AND YOUR HEALTH
3. Text: YOU AND YOUR HEALTH
4. Book, teacher reference:

   MIRACULOUS ME, p. 155
5. Library book: ROSIE AND MICHAEL

7c. Films available from ESD 121:

A DAY IN THE LIFE OF LEO
BEAURMANN
LIKE YOU, LIKE ME (a series)

SAMPLE LEARNING ACTIVITIES (cont.)

7. (cont.)

    d. Have students observe and participate in various handicaps.
        1) Teacher talks very softly so only first row can hear to illustrate a hearing handicap.
        2) Take the class on a "blind walk" - one child leads another blindfolded child. Note difficulties encountered.

LEARNING RESOURCES (cont.)

7d2) Blindfolds

#3 **CURRICULUM OBJECTIVE:** The student is able to describe how the brain and senses help keep one safe by:

- Explaining what the human brain does.
- Explaining how the senses help us use bicycle safety rules.
- Discussing how the senses help us around strange dogs.
- Identifying how the senses help us use medicine safely.
- Describing ways the senses help us prevent fires and keep us from being injured if there is a fire.

SAMPLE LEARNING ACTIVITIES	LEARNING RESOURCES
1. Students read and discuss pp. 30-73.	1. Text: YOU AND YOUR HEALTH
2. Utilize pp. 9-12, student activities.	2. Activity booklet: YOU AND YOUR HEALTH
3. Select student activities, pp. T33-35.	3. Text: YOU AND YOUR HEALTH
4. Read books to students. Note: Activities related to the library book can be found in the Learning Guide Let's Read and Find Out about HEALTH, NUTRITION AND YOU, Harper and Row, publishers.	4. Library books: USE YOUR BRAIN MY FIVE SENSES
5. Utilize Braille alphabet activity to help students appreciate their senses and appreciate how those with impaired vision see.	5. Worksheets: BRAILLE
6. Discuss bicycle safety.	6. Study prints: BICYCLE SAFETY
7. Show and discuss filmstrip.	7. Filmstrip: I'M NO FOOL WITH POISONS
8. Select from FIRE ACTIVITIES to help students understand how to prevent fires and what to do in case of fire.	8. FIRE SAFETY ACTIVITIES
	9. Related films available from ESD 121: EYES BRIGHT YOU - AND YOUR EYES YOUR EARS WAYS TO FIND OUT

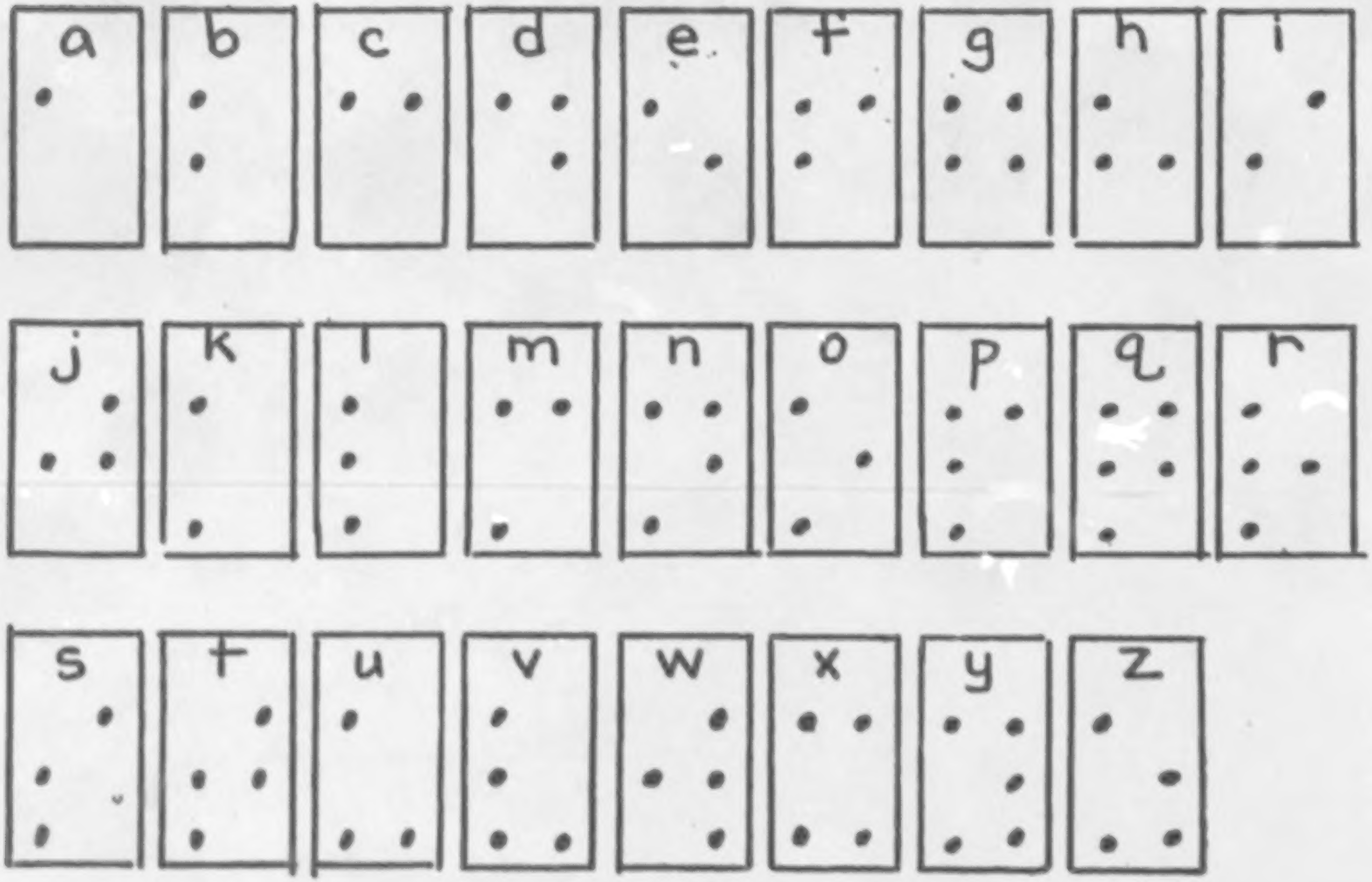
SAMPLE LEARNING ACTIVITIES (cont.)

LEARNING RESOURCES (cont.)

9. (cont.)

LIKE YOU, LIKE ME SERIES/SEE WHAT I FEEL: A BLIND CHILD
OUR WONDERFUL BODY: MEDICINES, DRUGS AND POISONS
FIRE SAFETY IS YOUR DEPARTMENT
I'M NO FOOL WITH FIRE

Braille Alphabet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m
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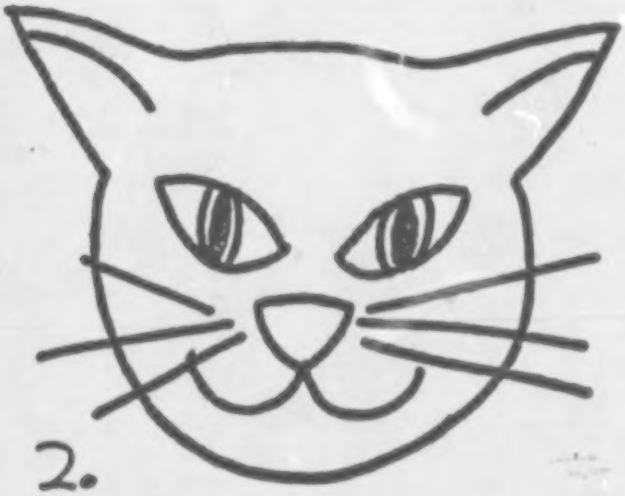
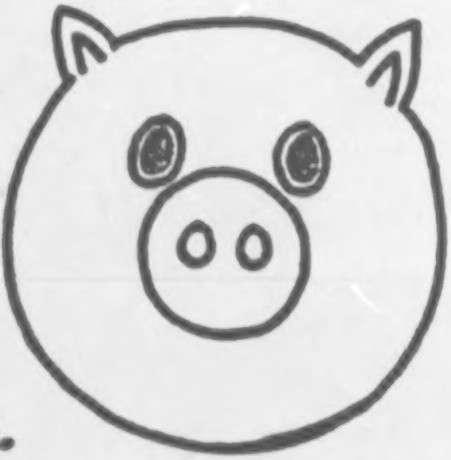
o
p
q
r
s
t
u
v
w
x
y
z

Print the words.
Then make dots with your pencil to
spell the words in Braille.

1. Your name:



2.



3.

YOUR NAME IN BRAILLE

Print your first name neatly in the top row of boxes. Put one letter in each box.

Look at the Braille alphabet. Use the glue and split peas to spell each letter of your name in Braille under your printed name.

FIRE SAFETY ACTIVITIES

1. Lead class discussion:
    a. Why should people stay away from the scene of a fire?
    b. What are some ways to prevent fires?
    c. Why are fire drills important?
    d. How is fire our friend?
    e. How is fire not our friend?
    f. How should flammable liquids and objects (i.e., gasoline, spray cans, etc.) be stored?
    g. If a building is fireproof, why do we have fire drills?
    h. When is a rescue truck used?

2. Relate fire safety to seasons (i.e., autumn - burning leaves, campfires, candles in jack-o-lanterns).

3. Play the game "Bug in a Rug." At a given signal, child rolls up into a rug. This can be played without rug. Child points to another and says, "your clothes are on fire!" That person folds arms across chest, drops to floor and rolls over slowly.

4. Make a list of fire drill instructions that apply to your classroom. Practice fire exit routes from various points in the school building (i.e., library, lunchroom, playground, lavatories). Emphasize correct rules of conduct during a fire drill.

5. Find or draw pictures to illustrate ways to prevent fires at home, school and outdoors.

6. Discuss and role play the procedure of turning in an alarm at school, home and in the neighborhood. Use telephone kit by Pacific Northwest Bell to practice reporting a fire. Learn the telephone number of one's nearest fire station.

7. Rehearse procedure of what to do in case of fire in the home.
    a. Escape route.
    b. Close doors and windows.
    c. Call fire department.

8. Invite a fireman to visit the classroom. Write an invitation and thank you notes.

9. Have children write sentences that begin with letters of "Fire Safety."

10. Vocabulary

fire safety
fire prevention
Fire Prevention Week
exits
fire hazards
fire drills
combustion
fire triangle
rubbish
emergency
fire alarm box
fire escape

(Fire Safety Activities Continued)

11. Story Time - LITTLE FIREMAN by Florence Eakman

"Clang! Clang! Clang! I'm a fire engine. Clear the way! Here I come!"

Floyd rushed down the school steps toward town as fast as he could run.

"Floyd! Wait!"

The boy skidded to a stop at the curb and waited until his friend, Tommy, caught up with him.

"Where are you going, Floyd?" the other boy panted.

"To the fire station. Want to come with me?"

"Can't," Tommy answered.

"Too bad," laughed Floyd. "Well, I'm going anyway. I hope Jim is at the station. He tells me things. Bye now."

Tommy scowled and turned at the corner but Floyd kept on until he came to the station. Yes! There was Jim standing in the doorway.

"Hello, Jim. Can - can I look at the engine and everything?"

"Guess you can. But remember--out of the way if a call comes in."

"I'll remember. I'm going to be a fireman, too, when I grow up. I'm only seven now."

"Fine. Just begin by being careful, boy." Then Jim laughed. "If you see any fires put them out," he said.

"I will, Jim, honest!"

"Come on then."

Floyd followed Jim into the station and looked at the things he knew by heart: the axes, the flares, the hose, the ladders and the machine that recorded calls.

He wished he were a fireman now so he could slide down a brass pole when a call came in.

"When I'm a fireman," he thought, "I'll slide down a pole and ride in a truck like this one." Floyd touched the side of the fire truck gently, then rubbed it with his handkerchief so it wouldn't be spotty.

Jim smiled at him.

"Thanks, Jim," Floyd said. "I have to go home now. I wish I could stay."

"Come again, son."

(Fire Safety Activities Continued)

"Yes----sir!"

In a few minutes, Floyd was home crunching an apple between his teeth.

"Floyd, I'm going next door for a little while," his mother said. "Don't go out of the block while I'm gone."

"I won't. I'm going to play fire engine and put out a fire." Pulling his wagon from under the porch, Floyd put one knee in it and with a push of his foot shoved the wagon off down the street.

"Clang! Clang! Clang! Whe-e-e-e-e! Clear the way. I'm a fire engine. Clang! Clang! Here I come!"

The boy had dashed up and down the block several times when suddenly his nose wrinkled.

"Sniff. Sniff. Sniff. Smoke! I smell smoke. Fire!! Where is it? Oh! The smoke is coming up over the Brown's house. It must be in their back yard. I'll run back and look." He flew around the house into the back yard screaming, "Mrs. Brown. Mrs. Brown," at the top of his lungs. There was no answer.

"It's a grass fire," the boy said to himself. "Mr. Brown just built that fence. The fire is getting near it!"

Quickly Floyd reviewed what he might do. There was the alarm box on the corner, and his own phone. He picked up the phone and dialed the number beside the words "Fire Station." As clearly as he could he told about the fire. After that he went back out-of-doors.

"What to do next? I've got to put it out now," he thought. "I can't wait for the fire department."

The boy uncoiled a hose lying near the back door and turned on the water. He worked and worked, dragging the hose this way and that until he was all tired out and his face was smudgy and wet.

Suddenly the fire siren shrilled. Clang! Clang! Clang! The fire department clattered to the curb. Around the corner of the house dashed the firemen. But--the fire was out.

"Well, lettle fireman," Jim said, "you've done a good job. We're proud of you."

Floyd grinned and rubbed a dirty hand across his face. Then Jim took off his helmet and putting it on the boy's head swung him to his shoulder.

"The little fireman must ride home in style in the truck," he said.

And the little fireman did.

POEMS

F IS THE FIGHTING FIRE TRUCK

--Phyllis McGinley

F is the fighting fire truck
   That's painted a flaming red.
When the signals blast
It follows fast
   When the chief flies on ahead.
And buses pull to the curbing
   At the siren's furious cry,
For early or late
They have to wait
   When the fire truck flashes by.

from Favorite Poems Old and New,
Ferris, Helen; Doubleday, 1957, p. 245

THE FIRE STATION

--Margaret Grote

The firehouse sparkles in the sun
With gleaming buttons on the wall
Each engine has a polished face;
The pole is shiniest of all.

The firemen do many things--
Wash the hoses, mop the floors.
They even cook and make their beds
And polish metal on the doors.

They dust and wax, sweep and clean.
They always work hard while they can.
And when the shiny firebell rings,
They leave the station spick and span.

TEN TALL FIREMEN

--Catherine Johnson

Ten tall firemen sleeping in a row.
"Ding" goes the bell and down the pole they go.
They jump into their fire trucks with no delay;
The siren warns everyone to get out of the way.

With water from big hoses they put the fire out.
"Hurrah, hurrah, brave firemen!" all the people shout.
Then back to the station go ten tired men
To sleep until the fire bell wakes them up again.

FINGER PLAY

Ten great firemen
Sleeping in a row. (fingers down)
Ding goes the bell, (arms as bell)
Down the hole they go. (Slide hand
from hand to elbow.)
Now they are on the engine
Oh! Oh, Oh.
Now they use the hose
So - so - so.

VISITING THE FIREHOUSE

--Vivian G. Gouled

We visited the firehouse,
And it was so much fun!
We saw the fire engines
And even sat in one.

We saw the hooks and ladders,
And the special rubber hose.
We learned if there's a fire
They make sure the siren blows.

We saw the firemen's helmets,
And they surely were bright red.
(Just for fun, the fire chief
Put his upon my head.)

The firemen were very nice
Explaining all they do.
We learned a lot at the firehouse,
It was exciting, too!

A FIREMAN

A fireman is brave.

He has much to do.

He saves people

And their houses, too.

#4 CURRICULM OBJECTIVE: The student is able to summarize how the four food groups contribute to eating nutritiously by:

- Stating that eating a variety of foods is important.
- Naming foods in each of the four food groups.
- Evaluating daily meals in relationships to four groups.
- Discussing the different foods in the four food groups that different families eat for breakfast.

SAMPLE LEARNING ACTIVITIES	LEARNING RESOURCES
1. Students read and discuss pp. 79-87.	1. Text: YOU AND YOUR HEALTH
2. Utilize pp. 15-16, student activities.	2. Activity booklet: YOU AND YOUR HEALTH
3. Select student activities, p. T37.	3. Text: YOU AND YOUR HEALTH
4. Read library books to students. Note: Activities related to the library books can be found in the Learning Guide Let's Read and Find Out about HEALTH, NUTRITION AND YOU, Harper and Row, publishers.	4. Library books: WHAT HAPPENS TO A HAMBURGER FAT AND SKINNY
5. Read library book to students.	5. Library book: 100 HAMBURGERS
6. Read library book, MY FIVE SENSES, to class and then discuss how senses influence food likes and dislikes (color, texture, appearance, flavor, odor).	6. Library book: MY FIVE SENSES
a. To illustrate how appearance affects food attitudes, prepare a commonly favorite food and display it in an unappealing manner; i.e.: (1) Place portion under green light (green cellophane and flashlight). (2) Break it up into an unattractive and unappetizing array. (3) Add blue food coloring, or other colors. Discuss reaction to favorite food. Ask volunteers to taste samples of food. Ask, "How do you feel about tasting your favorite food served differently?"	6a. Green cellophane, flashlight, blue food coloring, box, selected foods.
b. Using Mystery Box, place new food (i.e., Kiwi fruit) in box and ask students to identify by feeling. After students "guess," remove fruit, cut and serve for tasting.	6b. Mystery Box, new food

SAMPLE LEARNING ACTIVITIES (cont.)

6. (cont.)

   c. Discuss how other people influence our food choices; i.e., parents, friends, TV, etc.
   d. Ask each student to name three foods that are distasteful. List all of foods on butcher paper and choose several to serve.

7. Review basic food groups, including "empty" foods (foods with calories but no or few nutrients). Follow with discussion on what is a snack, when to eat snacks, and the kind of foods to eat for snacks.

   a. Design bulletin board with one half "Nutritious Snacks" and one half "Empty Snacks." Ask students to cut out magazine pictures and paste on bulletin board on appropiate area.
   b. Ask students to view TV on Saturday morning and list snack food advertised. On Monday discuss:
      -What kinds of food were advertised as snacks?
      -Were they nutritious?
   c. Have Snack Party or Snack Sale. (Halloween is a good time to do this, emphasizing "treats" can be nutritious.)

LEARNING RESOURCES (cont.)

7a. Old magazines

8. Related films available from ESD 121:

   EATING FEEL GOOD MOVIE
   WHAT'S COOKING

#5 CURRICULUM OBJECTIVE: The student is able to name factors which promote health and growth by:

- Accepting that there are individual differences in growth.
- Relating how the skeletal system helps one exercise.
- Discussing how sleep, exercise and cleanliness help keep one healthy.
- Reviewing health check-up procedures, including immunizations.
- Describing the role of the pharmacists in keeping them healthy.

SAMPLE LEARNING ACTIVITIES	LEARNING RESOURCES
1. Students read and discuss pp. 74-77, 88-113.	1. Text: YOU AND YOUR HEALTH
2. Utilize pp. 13-14, and 17-22, student activities.	2. Activity booklet: YOU AND YOUR HEALTH
3. Select student activities, pp. T36-38.	3. Text: YOU AND YOUR HEALTH
4. Utilize kit containing filmstrip, spirit masters and poster "The Adventures of Healthman."	4. Unit 3, My Health, from American Cancer Society program AN EARLY START TO GOOD HEALTH
5. Read library book to students and select activities from teacher's guide. Note: Activities related to the library book can be found in Learning Guide Let's Read and Find Out about HEALTH, NUTRITION AND YOU, Harper and Row, publishers.	5. Library book: THE SKELETON INSIDE YOU
6. Good health habits: Write the word "habits" on board. Ask students to define the word and come up with a good definition. Write the definition on the board. a. Ask students to name some habits that they or others might have. When list is fairly long, discuss whether habit is a "good" habit or a "bad" habit. Discuss the concept that "good" habits are those which help us become and stay healthy, and "bad" habits are those which injure our health (our bodies) or may be dangerous to us (such as crossing the street without looking both ways). b. Develop a list of good habits for attaining and maintaining good health; i.e., eating properly.	6. Handouts: GOOD HEALTH RULES FOLLOW THE DOTS TO GOOD DENTAL HEALTH Related films available from ESD 121: WASHING FEEL GOOD MOVIE SLEEPING FEEL GOOD MOVIE EXERCISE AND REST FILM HABITS OF HEALTH: THE PHYSICAL EXAMINATION OUR WONDERFUL BODY: HOW IT WORKS

SAMPLE LEARNING ACTIVITIES (cont.)

6. (cont.)

   c. Develop a list of good habits for safety; i.e., crossing at crosswalks, not playing with dangerous things.
   d. Give students handouts to complete.

7. Good Health Train: Discuss actions to ensure good health (rest, diet, exercise, safety, watching for symptoms, dental care, etc.). Write ideas on the board as the class thinks of them.

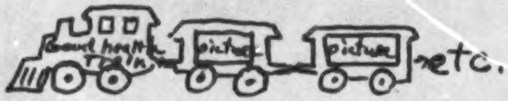
   Have each student draw a picture of one or two of the health habits discussed. Tell them that their pictures will be used to fill each car of the train. Each car should represent one health habit; i.e., dental health car, exercise car, etc. Draw or place pictures on outside of train cars; i.e., tooth brushing car would have pictures of toothpaste and carrot sticks, etc.

8. Feeling Good/Feeling Bad.

   a. Review with students how one feels when ill (hurt, hot from temperature, upset stomach).
   b. Review with students how they feel when getting well (weak, fatigue, left out).
   c. Discuss symptoms of various common childhood diseases.
   d. Students draw a picture of how they look when they don't feel well.
   e. Students make get-well cards for classmates who are ill. Draw a picture. Paste it on cardboard. Then cut it up into a puzzle to send to a child who is ill.
   f. Discuss purpose, use and precautions of a thermometer.
   g. Discuss what disinfect means and how to disinfect a thermometer. (Wash with cold water, use alcohol - this alcohol is poisonous.)

LEARNING RESOURCES (cont.)

7. Train made with milk cartons, drawing material or pictures from old magazines



8. Thermometer

NAME____________________

GOOD HEALTH RULES

ODOG HTHAEL SLUER

1. ____

Kpee pnecils tou fo oury tmouh.

2. ____

Bshu oury eetth.

3. ____

sitiV ruoy oodctr dna enttids.

4. ____

Cvreo a zeens, eeslpa!

5. ____

Wsha rouy dsnha bfoere teaing.

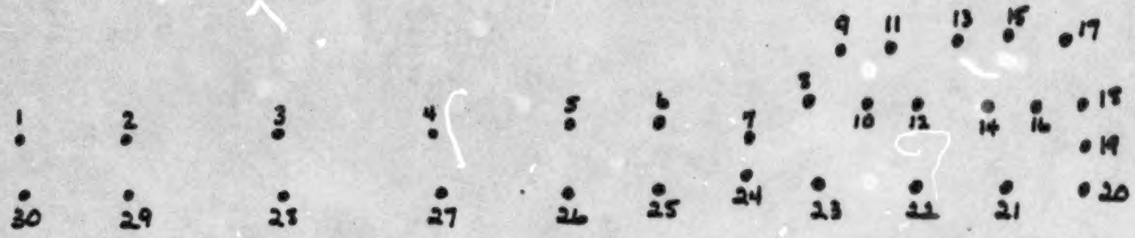
6. ____

Eta yhlthea ssknac.

7. ____

Gte ytnelp fo100stre nda eeslp.

FOLLOW THE DOTS TO GOOD DENTAL HEALTH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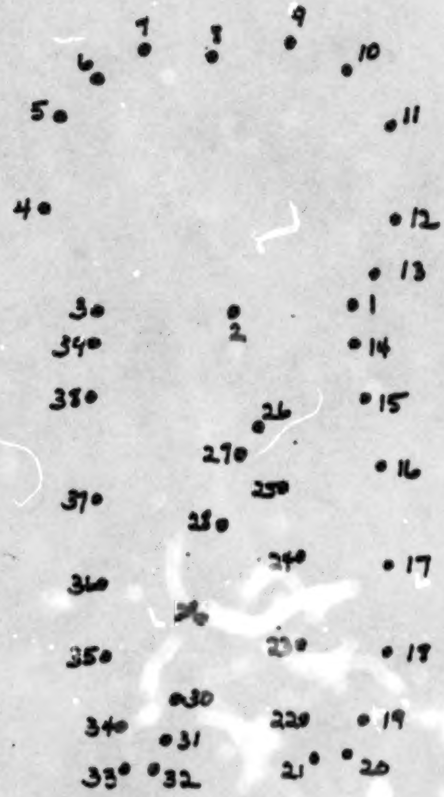
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#6 CURRICULUM OBJECTIVE: The student is able to identify individuals and resources in the community which help people stay healthy by:

- Explaining what happens in hospitals.
- Naming hospital workers, their skills and tools.

SAMPLE LEARNING ACTIVITIES	LEARNING RESOURCES
1. Students read and discuss pp. 114-137.	1. Text: YOU AND YOUR HEALTH
2. Utilize pp. 23-24, student activities.	2. Activity booklet: YOU AND YOUR HEALTH
3. Select student activities, pp. T39-40.	3. Text: YOU AND YOUR HEALTH
4. Read library books to students. Note: Activities related to the library books can be found in Learning Guide Let's Read and Find Out about HEALTH, NUTRITION AND YOU, Harper and Row, publishers.	4. Library books: A DROP OF BLOOD HEAR YOUR HEART
5. Have students draw pictures of community helpers or choose from other activities below: a. Class discusses community helpers' responsibilities. b. Invite the school nurse, a doctor or dentist to tell how they help to keep the students well. c. Invite the school nurse to explain a health checkup. d. Visit the nurse's office for an explanation of equipment used. e. Have the children tell of their own visits to the doctor or dentist. f. Have students draw pictures of the doctor's office and equipment. g. Students dramatize a visit to the dentist or doctor. h. Students write thank-you letters to visiting speakers.	
6. Ask students to complete handout.	6. Handout: HOSPITAL WORD PUZZLE
	7. Related films available from ESD 121: HEALTH KINGDOM OF COULD BE YOU: HEALTH SCOTT GOES TO THE HOSPITAL

NAME: ______________________

HOSPITAL WORD PUZZLE

W	X	C	B	F	Z	Q	N	S	T	R	E	T	C	H	E	R	M	T
T	B	A	L	D	H	F	E	J	H	G	L	S	M	P	K	O	T	N
O	V	S	O	A	O	X	Y	G	E	N	T	E	N	T	R	X	U	Q
N	W	Z	O	E	S	G	F	D	R	J	L	C	I	K	H	M	B	Y
S	O	U	D	P	P	V	S	Q	M	W	Y	R	X	A	C	Z	T	N
I	B	D	U	R	I	N	E	F	O	P	E	R	A	T	I	O	N	Q
L	G	I	K	M	T	O	S	R	M	H	J	L	N	P	T	V	U	W
S	X	B	E	D	A	C	Y	T	E	C	H	N	I	C	I	A	N	Z
B	R	A	C	E	L	E	T	Z	T	Y	P	A	V	F	E	Y	U	B
Q	A	D	F	G	I	O	L	N	E	B	C	M	E	S	K	H	R	T
I	O	S	P	B	N	Y	T	F	R	A	E	X	L	J	P	R	S	P
V	S	N	D	O	C	T	O	R	J	P	A	T	I	E	N	T	E	V

Find as many of these words as you can in the puzzle. Read left to right and top to bottom. Circle the words in the puzzle.

- Nurse
- Blood
- Hospital
- Stretcher
- Thermometer
- Oxygen Tent
- Tonsils
- Urine
- Operation
- Technician
- Bracelet
- Doctor
- Patient
- Bed

#7 CURRICULM OBJECTIVE: The student describes ways to contribute to a healthy environment by:

- Discussing what might be wrong with too much noise.
- Describing ways to save electricity, paper, water, etc.
- Cooperating to help keep school clean and neat.
- Expressing appreciation for litter-free environment.

SAMPLE LEARNING ACTIVITIES	LEARNING RESOURCES
1. Students read and discuss pp. 138-161.	1. Text: YOU AND YOUR HEALTH
2. Utilize pp. 25-30, student activities.	2. Activity booklet: YOU AND YOUR HEALTH
3. Select student activities, pp. T41-42.	3. Text: YOU AND YOUR HEALTH
4. How Much Is Too Much: Create noise in classroom to a tolerable level by asking everyone to talk, turning on a record player, radio, etc. Ask students if they think it's noisy. Can they still hear each other? Is it too noisy for some activities and okay for others? For some children and not for others? Increase the noise level gradually. Tell students when they feel there is too much noise, they should indicate it by covering their ears and moving to one side of the class. When the majority agree it's too noisy, discuss students' feelings about noise level. How much is too much? What happens when there's too much noise? Is "too much" different for different people? Ask students to name or draw pictures of other things in the class or at home that could be too much noise for them and what the consequences might be.	4. Related film available from ESD 121: NOISE
5. Utilize "Give a Hoot" ideas for developing responsibility and pride in classroom.	5. Book, teacher reference: MIRACULOUS ME

HEALTH EDUCATION

P 6122.8

Health education is an integral part of the instructional program of the Federal Way Public Schools. Its goal is the development of knowledge about one's health and to assist students in acquiring information necessary for positive physical and emotional health so that they can establish sound personal health practices and conduct themselves in a manner that is in the interest of the public's health and safety.

Health education includes sex education which is defined by the State Board of Education (WAC 180-50-070) as the study of the anatomy and physiology of human reproduction.

The primary responsibility for family life and sex education, including moral responsibility, rests upon the home and church. The school can only supplement and complement those standards established in the family.

The school district shall establish a Health Education Advisory Committee which consists of patrons, health care professionals, district educators and students. The Advisory Committee shall be involved in the planning, development, evaluation, and revision of the health curriculum and instructional materials.

Any parent or legal guardian who wishes to have his/her child excused from any planned instruction in sex education during the current school year, may do so upon filing a written request with the School District Board of Directors through the principal of the school in which the child is enrolled. The form, Parent Request for Exclusion From Planned Instruction in Sex Education, is available in all schools in the district.

Alternative educational endeavors shall be provided for those excused.

Reference: WAC 180-50-070
180-56-061
180-56-230
180-16-200
180-16-230

Adopted: 5/27/80

APPENDIX II

HEALTH EDUCATION R 6122.8

I. Advisory Committee

The school district shall involve patrons, health care professionals, district educators, students, and religious organizations in the planning, development, evaluation and revision of the health curriculum and instructional materials. The Health Education Advisory Committee shall consist of the following:

Health coordinating teacher
Director of Curriculum
3 teachers - 1 elementary, 1 Junior High, 1 High School
2 principals - 1 elementary, 1 secondary
School physician
School nurse
1 guidance counselor
2 students - 1 Junior High and 1 High School
5 patrons - one from each Junior High service area
1 member of the Federal Way Ministerial Council

The Health Education Advisory Committee will recommend to the Instructional Materials Selection Committee materials that pertain to the district's health curriculum.

II. Student Exemption

Any parent or legal guardian who wishes to have his/her child excused from any planned instruction in sex education during the current school year, may do so upon filing a written request with the School District Board of Directors through the principal of the school in which the child is enrolled. The form, Parent Request for Exclusion From Planned Instruction in Sex Education, is available in all schools in the district. A copy of Form No. 246 is attached.

Alternative educational endeavors shall be provided for those excused.

Reference: WAC 180-50-070
180-56-061
180-56-230
180-16-200
180-16-230

Adopted: 5/27/80

FEDERAL WAY SCHOOL DISTRICT

HEALTH EDUCATION RESOURCE GUIDE

GRADE 3

DECEMBER 1981

FEDERAL WAY PUBLIC SCHOOLS

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GRADE 3

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HEALTH SCOPE AND SEQUENCE CHART

CURRICULUM OBJECTIVES:

1. The student is aware of feelings and ways to express them.
2. The student shares ways to be safe and is able to demonstrate simple first aid procedures.
3. The student is able to describe the structure and function of selected systems of the body.
4. The student is able to explain how the body grows and stays healthy.
5. The student is able to identify ways to prevent disease.
6. The student is able to demonstrate good dental health habits.
7. The student is able to identify community activities which keep people healthy.

APPENDIX I - Health Education Policy (P 6122.8)

APPENDIX II - Health Education Regulation (R 6122.8)

PREFACE

The Health Education Resource Guides for grades 1-6, 8 and 12 have been developed by Federal Way School District teachers. The main purpose of the guides is to provide teaching suggestions and resources for teachers.

Each Health Education Resource Guide is organized around the "core" curriculum objectives for the particular grade level. *It contains more learning activities and materials than one can possibly use in the time allotted for health education.* Teachers are expected to choose the most appropriate activities for their students in meeting the objectives.

The Health Advisory Council believes that in addition to a textbook, supplementary materials such as films, charts, filmstrips and community resources are essential components of a comprehensive health education program. These materials and resources are coordinated with the curriculum objectives

Instructional materials on family life/sex education must be approved by the Health Advisory Council prior to purchase or use in the classroom. Teachers should use their professional judgment regarding materials on other health topics that may be controversial. A copy of District Policy and Regulation on Health Education is in the appendix. If there are questions regarding the appropriateness of new materials, please contact the Health Coordinating Teacher or the Director of Curriculum.

Revised 11/30/81

HEALTH EDUCATION PERSPECTIVES

Health is a state of physical, emotional and social well-being, not just the absence of disease. Good health is fundamental to the vitality needed for a full and productive life.

Health education is a process by which students learn to make informed decisions affecting their physical, emotional and social well-being. The focus of health education is on well-being, how it is achieved, maintained and enhanced. For many, health education may serve to maintain or reinforce healthful behavior being practiced; for others, health education may serve as an avenue for change to behavior which will lead to better health.

The contents selected for inclusion in the health curriculum are based on the personal health needs, community health needs, developmental characteristics and interests of the students. Since self-image affects behavior, enhancement of self-image and understanding factors which influence behavior are important parts of the program. A diversity of teaching methods will accomodate different abilities and learning styles of students.

In health education what is right or wrong may be in the value system and belief of the individual. Authorities may differ in their views. Students will be encouraged to study all sides of a question, and to form and express their own opinions. They will have access to materials and information representing both sides of an issue.

In the study of health, teachers will not present their own personal prejudices but will guide discussion with thoroughness and objectivity. They will acquaint students with the importance of reviewing information critically, and help students respect conflicting opinions. Finally, the privacy of individual students and their family will be respected in the implementation of the health curriculum.

FEDERAL WAY SCHOOL DISTRICT

HEALTH EDUCATION CURRICULUM SCOPE AND SEQUENCE

	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 8	GRADE 12
MENTAL HEALTH	Self concept Expressing feelings Friendship	Self concept Understanding people Emotions	Emotions Making decisions	Self concept Human behavior Drug use & misuse Smoking	Coping skills Emotions Alcohol use & misuse Growth & development	Self concept Friendship Handicaps Making decisions Growth & development Alcohol & drug misuse & abuse	Self concept Friendship Understanding people Making decisions Feelings & emotions Family Alcohol & drug misuse & abuse	Making decisions Maintenance of mental health Family life Alcohol & drug misuse & abuse
PHYSICAL HEALTH	Health habits Growth patterns Nutrition Dental health	Senses Health habits Growth patterns Nutrition	Cells & organs Growth patterns Health habits Nutrition Dental health	Circulatory system Brain & senses Health habits Dental health	Senses Hygiene Skin, hair & nails Skeletal system Digestive system Dental health Nutrition Respiratory system Stages of growth	Nervous system Stages of growth Reproductive system Hygiene Nutrition Drug use	Body systems Nutrition Heredity Stages of growth Birth defects Drug & alcohol effects Smoking	Fitness Nutrition Genetics & birth defects Alcohol & drug effects
COMMUNITY HEALTH	Healthy environment	Health care Health careers Healthy environment	Disease prevention Healthy environment	Disease prevention Health agencies		Disease prevention Health agencies	Disease prevention Health care	Consumer health Disease control
SAFETY	Pedestrian Playground Poison prevention Personal safety	Bicycle Animal Poison prevention Fire	First aid Bicycle Water Electrical Recreational	Pedestrian Bicycle Water	Bicycle	First aid Recreational safety Outdoor safety	First aid CPR	First aid CPR Accident prevention

#1 CURRICULM OBJECTIVE: The student is aware of feelings and ways to express them by:

-Identifying some feelings all people have and ways people show their feelings.
-Listing ways that strong feelings affect the body systems.
-Describing factors that influence decisions.

SAMPLE LEARNING ACTIVITIES	LEARNING RESOURCES
1. Students read and discuss pp. 8-33.	1. Text: YOU AND YOUR HEALTH
2. Utilize pp. 1-6 to develop learning activities.	2. Activity booklet: YOU AND YOUR HEALTH
3. Utilize pp. T25-26 for enrichment suggestions and activities.	3. Text: YOU AND YOUR HEALTH
4. Utilize kit containing filmstrip, spirit masters and poster "The Story of Me."	4. Unit 4, My Choice, from American Cancer Society program AN EARLY START TO GOOD HEALTH
5. Students play Decision Game to see how people are influenced in making decisions. a. Make 4 x 6 game cards and gameboard. b. Place game cards in pile. c. Each student draws a card and after reading it decides under which heading on the gameboard it belongs: a) situation where others think for me b) situation allowing me to think for myself c) situations where I must think for myself d. A short discussion could follow as to the reason the student placed the card under that heading. e. After all cards are used, discuss the variety of ways people learn as well as the importance for each person to be able to think for self. f. Make a class chart for classroom decisions, showing decisions the teacher makes, the class makes and individuals make.	5. Game cards, Gameboard

SAMPLE LEARNING ACTIVITIES (cont.)

6. Students play Groans and Giggles Game.

   a. Make cards.
   Students draw cards from a Groans and Giggles Box and read them to class. Write the problem in the center circle on the Alternatives Chart. The entire class think to themselves how they might handle the situation. Stress the idea that there are many ways to handle the same situation.

   b. The student who drew the card proposes a solution. Classmates then propose alternative solutions. Write alternatives on Alternative Chart or draw pictures in each circle to represent alternatives. Try to create as many alternatives as possible.

   c. Class discussion might include the following:

      1) Why did the situation develop?
      2) What are some ways of reacting?
      3) What might be the consequences of your way of reacting?
      4) Is there an alternative that might be better?
      5) How can knowing some alternatives help us deal with situations?

7. Make cards. Have students select cards and answer questions or follow directions about feelings.

8. To help students help each other, put names of everyone in a box and ask each student to draw the names of a "secret friend." Each student writes the "secret friend" a letter or draws a picture telling the things liked about the friend. The letter or picture will be signed "Guess Who?"

   During the next two weeks, the student tries to find many ways to help the secret friend without giving away identity; e.g., invites friend to join in games, shares toys, food, etc., compliments, draws pictures or writes notes and secretly slips them into desk or into a class mailbox, leaves a flower, shell, etc. on desk.

LEARNING RESOURCES (cont.)

6. Cards
   Alternatives Chart

7. Cards

8. (cont.)

At the end of two weeks, students try to identify who their Guess Who's are and talk about ways the Guess Who's helped them and how the special favors made them feel.

Make a list of the ways students found to help their secret friends. How did it feel to give help as well as receive it?

DECISIONS GAME

Whether to play with matches	Where our family lives
What I do when I'm sick	What way I come home from school
When someone offers me something to eat	What I can drink when I'm in my house
When I am alone, what do I do with my time	When somebody dares me to take a drink of whiskey
What TV show I watch	When I am lost
When there is a fire and no one else is near	Who will I sit by at school
When an older child asks me to do something I'm not supposed to do	What homework I need to do
When a friend gives me some beer to drink	How to care for my pets
When I'm bored	What I can drink when I'm at a friend's house
How I spend my allowance	When I get up on weekends

DECISIONS GAME
(Cont.)

When I am crossing the street alone	Who I can play with after school
Chores I have to do at home	When I go to bed
When I clean my room	What I eat for dinner

DECISIONS GAMEBOARD

SITUATIONS WHERE OTHERS THINK FOR ME	SITUATIONS ALLOWING ME TO THINK FOR MYSELF	SITUATIONS WHEN I MUST THINK FOR MYSELF

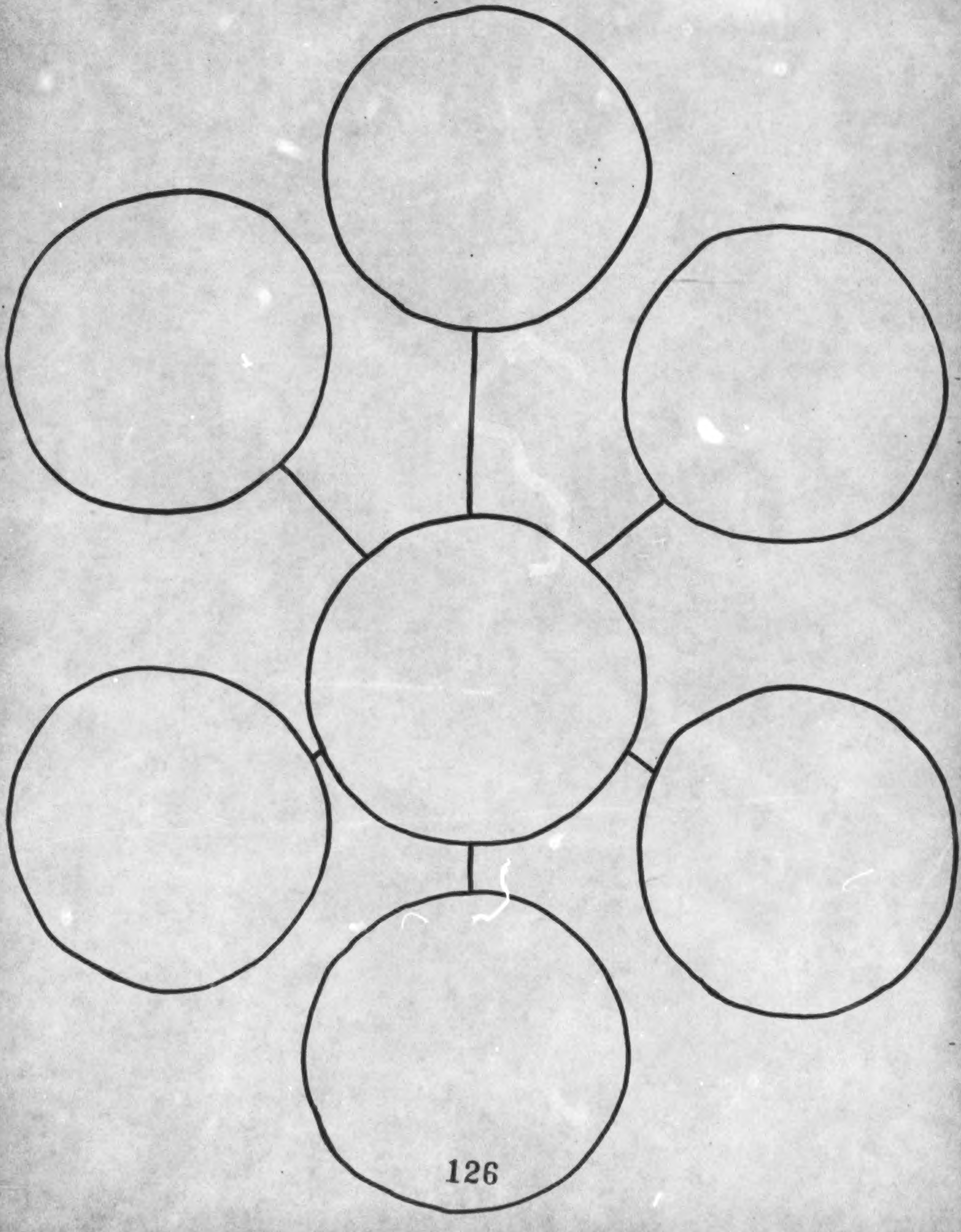
GROANS AND GIGGLES GAME

Someone starts a rumor that you do not like another person.	Your brother or sister starts a fight and then blames you for starting it -- and you get into trouble.
An older child takes your lunchbox away from you on the way home from school.	You are angry at yourself for hitting or hurting a friend.
One of your parents breaks a promise to take you to a movie.	You have just moved from one school to another and don't know anybody in your class.
You weren't paying attention when you were washing your hands and now you have water all over yourself.	You can't zip your jacket because the zipper is stuck.
You slipped and fell in the mud puddle you were trying to jump over.	You are at the store with your mother or father and now you can't find her/him.
Some children are playing with blocks and you want to play but they say no.	You wore your hat to school but you can't find it at dismissal time.
The other neighborhood children have a club and will not let you join. You do not understand why.	You bring new crayons to school and share one with a friend. The friend breaks the crayon.
Your friend just said "shut up" to you.	You have a stomach ache and you're at school.
You built a beautiful high tower with blocks and it fell down when you were trying to put a flag on top.	Somebody tells you there's a bug crawling up your back.
Your grandmother or grandfather bought you a new book and you lost it.	You find 25¢ on the floor at school.
You see someone playing with matches.	Your mother or father yelled at you because you were making too much noise.

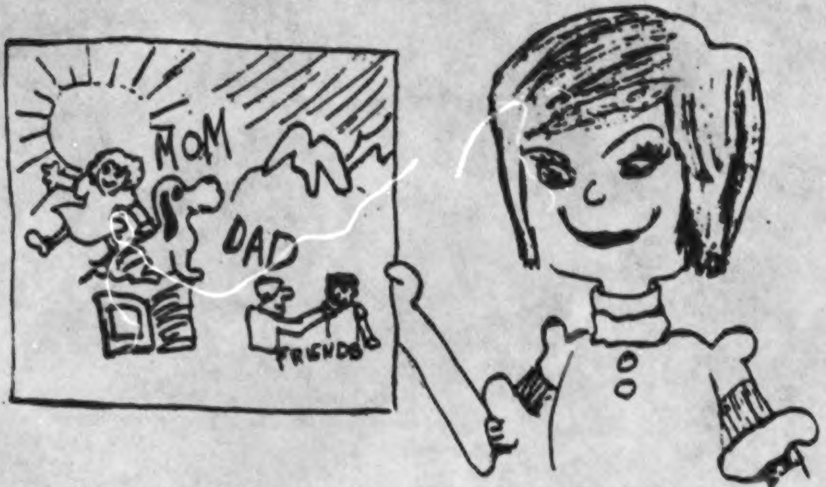
GROANS AND GIGGLES GAME
(Cont.)

You give a "special present" to someone and they do not seem to appreciate it.	Someone makes fun of your new shoes.
You are mad at your mother or dad, so you destroy something that is her/his favorite thing and then you feel bad about it.	You share a room with your sister c brother and she/he will not leave your things alone even though you have asked them to.
Older children keep taking away your recess equipment.	The person you sit next to at school keeps talking to you and you both get in trouble from the teacher.
Your older brother or sister will not stop teasing you.	A student bumps you when you are carrying paint and it spills on your new clothes.
Your lunch money is stolen. You know who took it but are afraid to say anything because that person may hurt you.	A boy or girl in your room has a party after school and you are the only one not invited.

ALTERNATIVES CHART



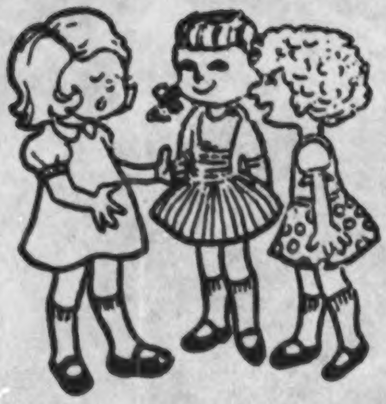
FEELING HAPPY

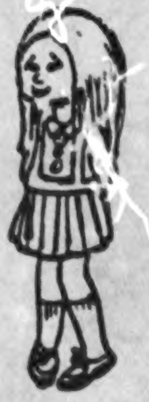


What makes you feel happy?

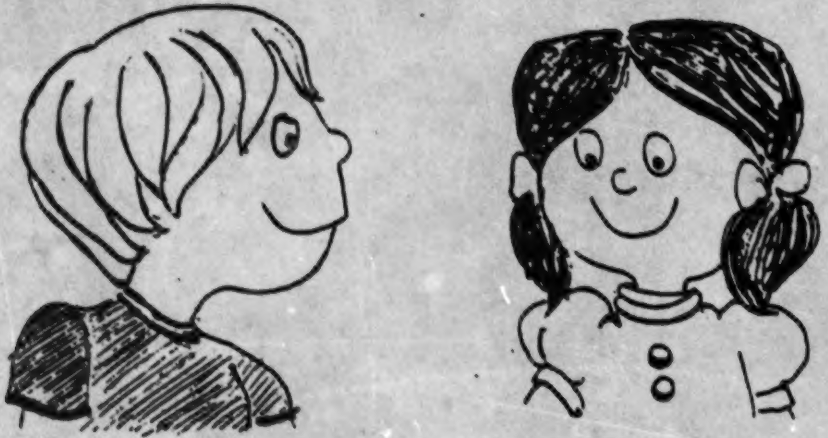
1. Make a collage of things that give you a happy feeling.
2. Then make a collage of things that make you unhappy.

I WANT TO JOIN!





1. How does the little girl feel?
2. Sometimes it helps to tell the group you want to be with how you feel. What could the little girl say to the others?



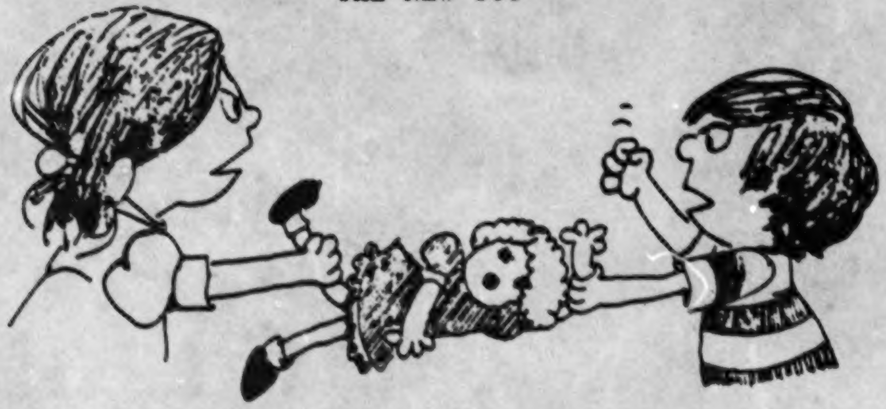
WE'RE GLAD!

1. These words tell how I feel when I am glad:

Happy	Friendly
Laughing	Giggly

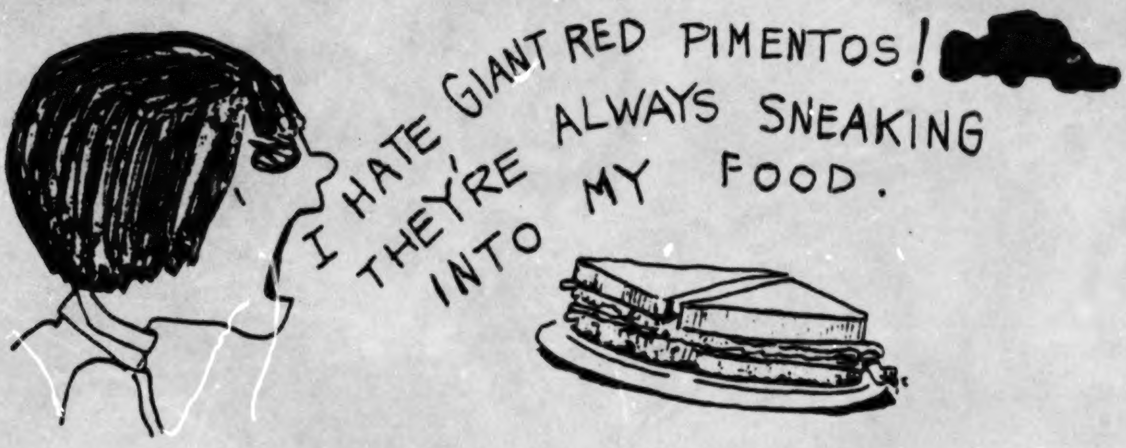
2. Write a story about yourself using some of these words.

THE NEW TOY



1. Make a cartoon showing two friends arguing over a new toy.
2. Write a story telling how they might have solved their problem.

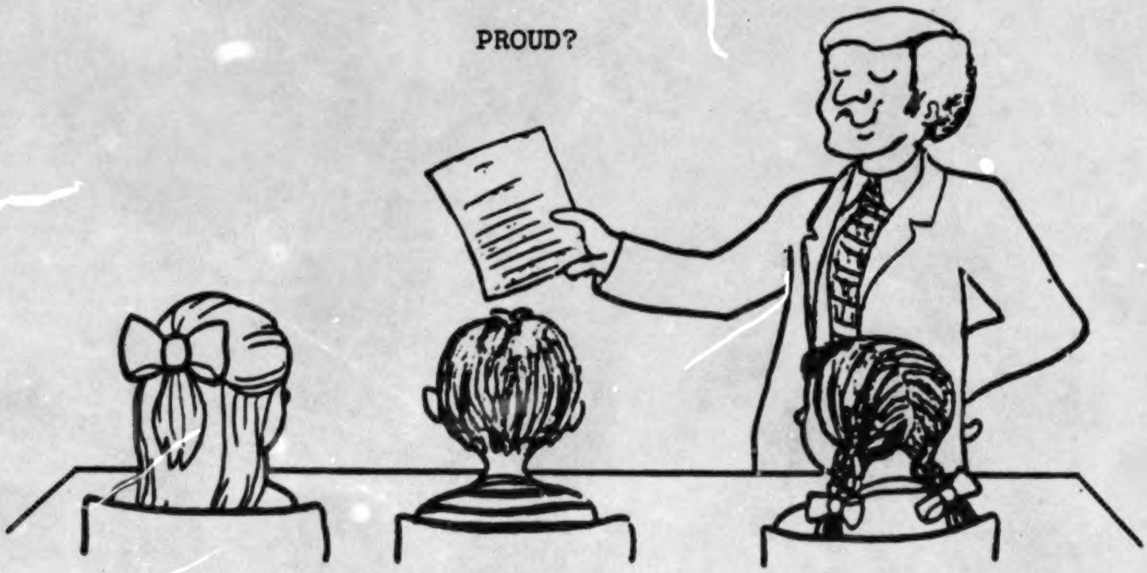
I HATE


I HATE GIANT RED PIMENTOS!
THEY'RE ALWAYS SNEAKING
INTO MY FOOD.

Do you every feel angry?

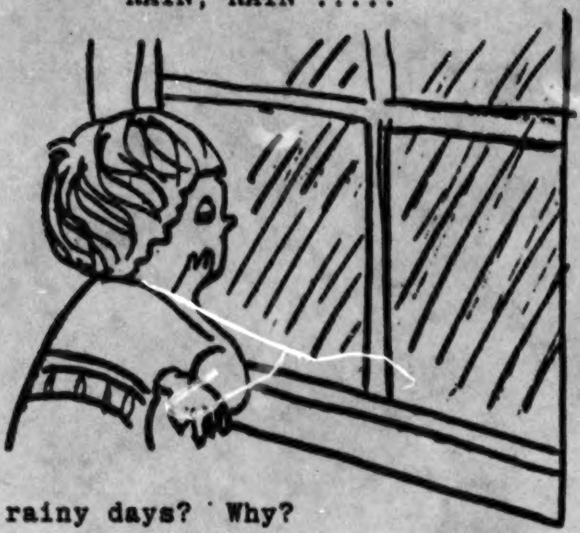
1. Write a story telling what makes you angry.
2. What do you do to make yourself feel better?

PROUD?



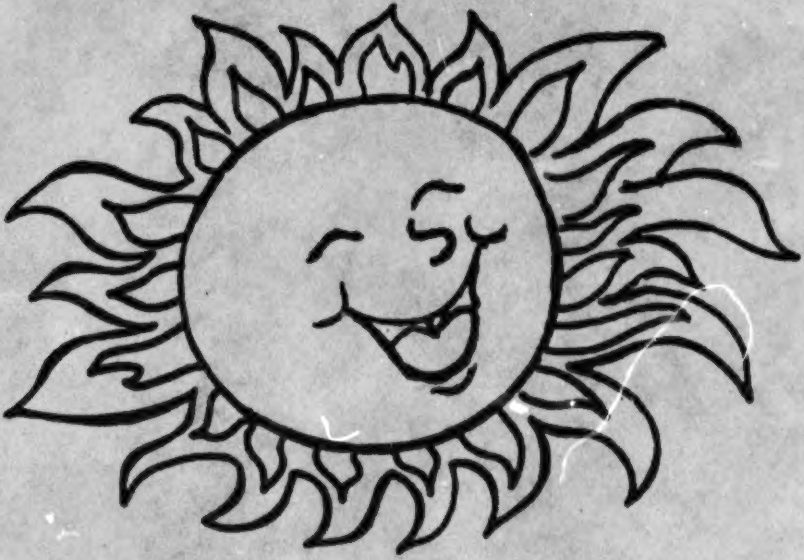
Pretend that this is your teacher holding up your paper. Some boys and girls would be proud and some would have other feelings. Tell how you would feel. Why?

RAIN, RAIN .....



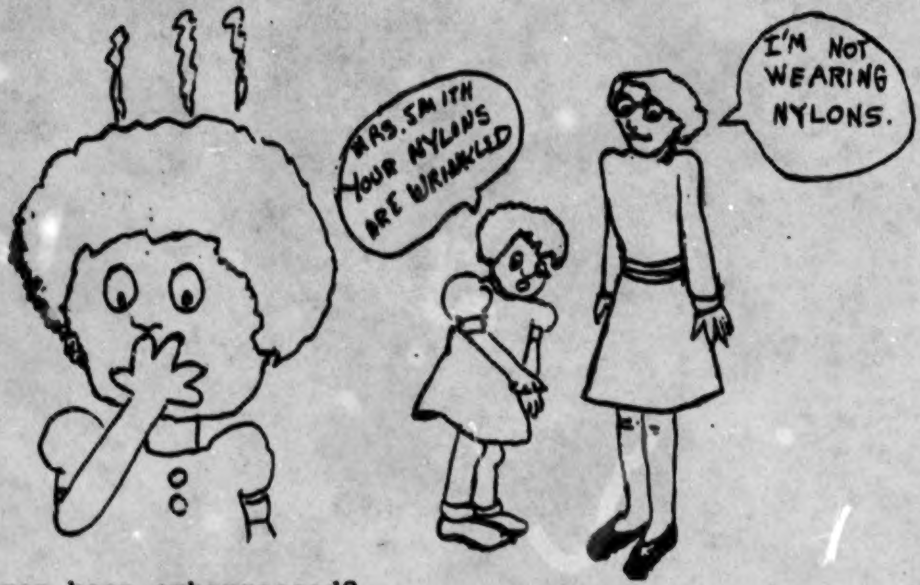
1. Do you like rainy days? Why?
2. Tell about your feelings the last time it rained. Tell what you wanted to do and what you really did.

HAPPY DAY!



List all the good feelings you have on a sunny day.

EMBARRASSED?


MRS. SMITH YOUR NYLONS ARE WRINKLED
I'M NOT WEARING NYLONS.

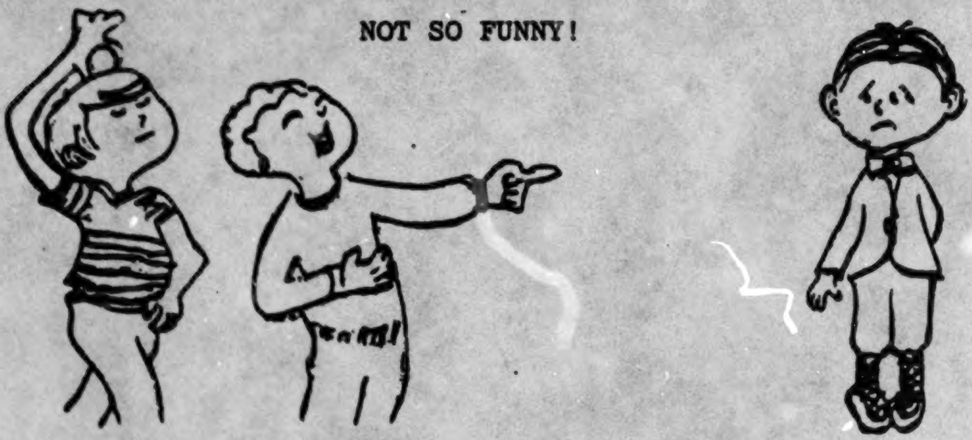
Have you ever been embarrassed?

1. Write a story telling what made you feel embarrassed.
2. Make a picture showing how you look when you are embarrassed.

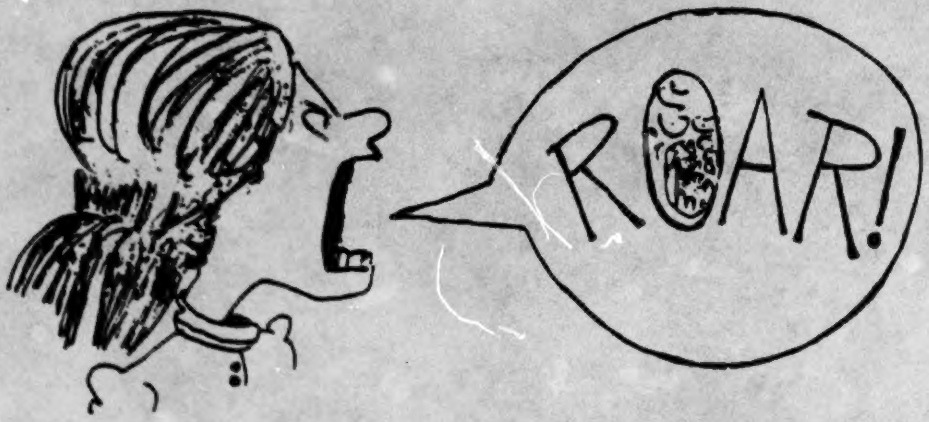
PAINT YOUR FEELINGS

1. Get a piece of finger paint paper.
2. Choose two colors
   - one "happy" color
   - one "sad" color
3. With "happy" color make a picture of what makes you feel happy. With "sad" color show what makes you feel unhappy.

NOT SO FUNNY!

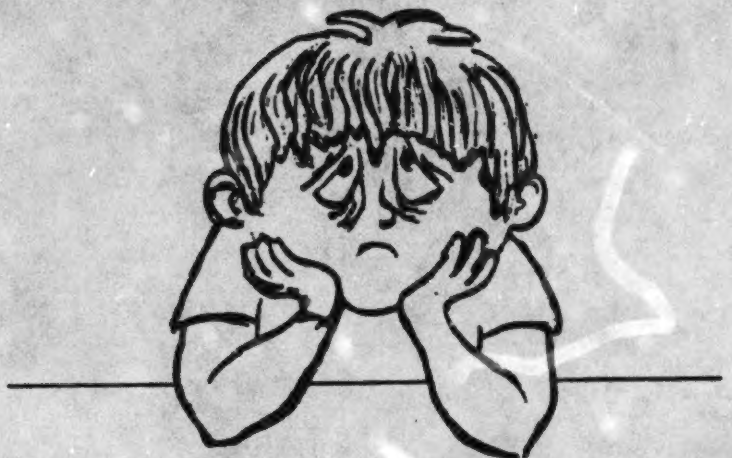


1. Has anyone laughed at you? How did you feel?
2. What did you do about it?
3. Have you ever laughed at someone? Why?
4. Tell about when you laughed at someone or when someone laughed at you.



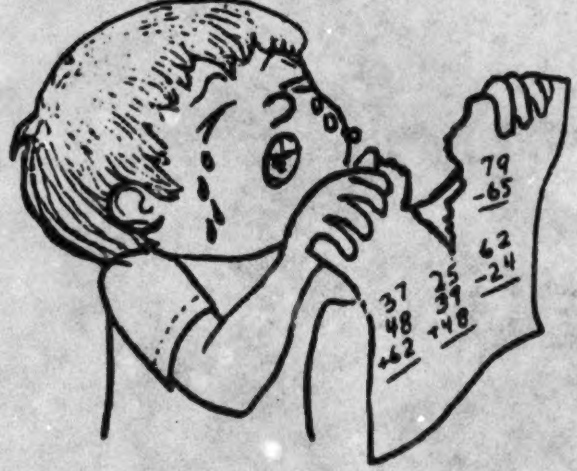
1. Draw a picture of yourself when you are angry.
2. Write two words that tell how you feel when you are angry.

FEELING LOW



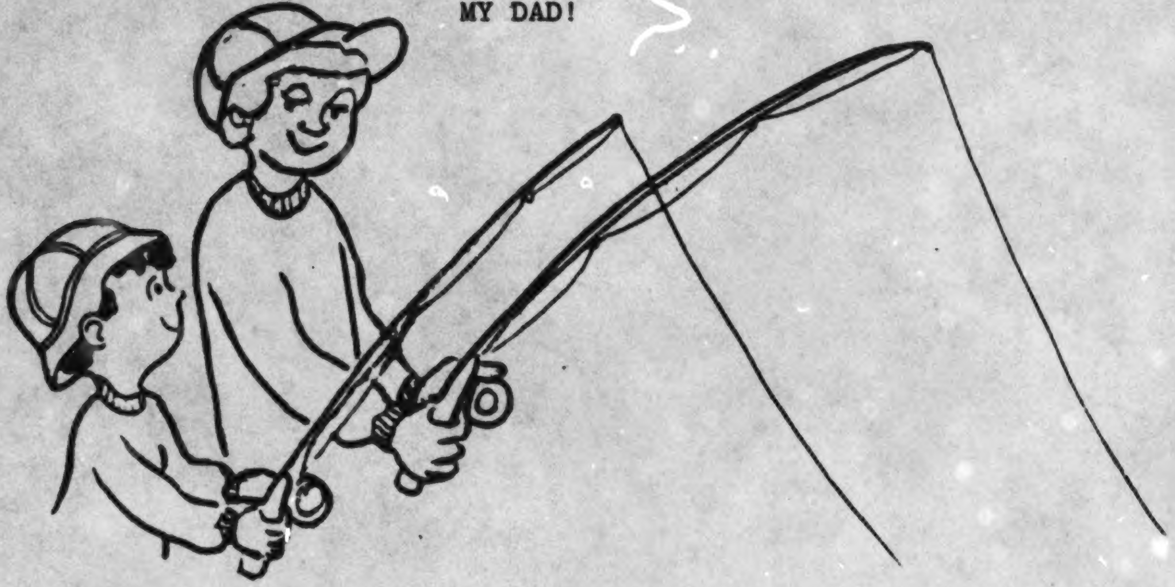
1. Make a list of all the sad things that happened to you.
2. Tell what you did in one case to get over your sad feeling.

I Can't . . . !



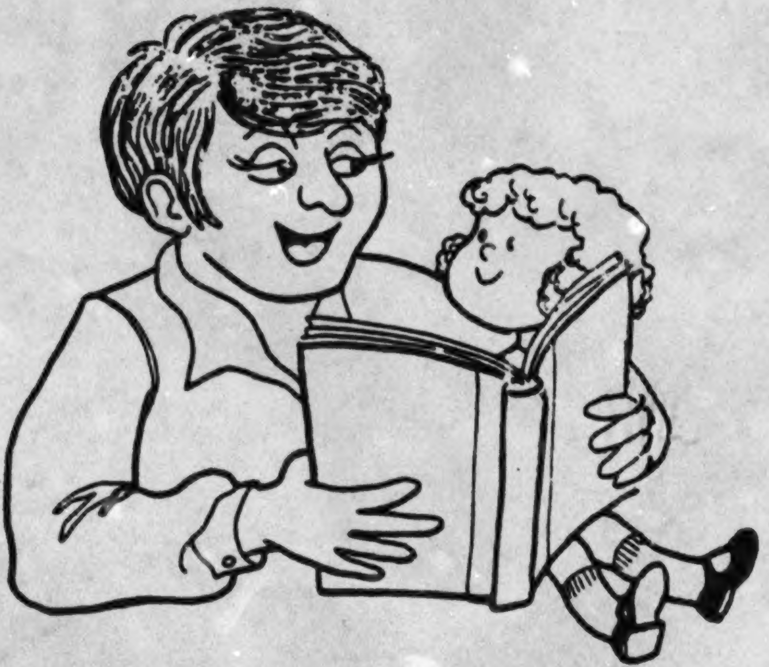
Do you have a hard time with some of your school work? What is the hardest thing for you to do? How do you feel about it?

MY DAD!



Write a story about a good time you had with your mom or dad. Tell what you did and what kind of feeling you had.

DADDY'S GIRL



1. Is this a good feeling or a bad feeling?
2. Tell about a good feeling you had.

#2 CURRICULM OBJECTIVE: The student shares ways to be safe and is able to demonstrate simple first aid procedures by:

- Completing the American Red Cross Basic Aid Training.
- Listing safety rules for bicycle drivers.
- Describing the rules for safe swimming and playing.
- Explaining fire and electrical safety rules.

SAMPLE LEARNING ACTIVITIES	LEARNING RESOURCES
1. Students read and discuss pp. 34-67.	1. Text: YOU AND YOUR HEALTH
2. Utilize pp. 7-12 tp develop learning activities.	2. Activity booklet: YOU AND YOUR HEALTH
3. Utilize pp. T27-28 for enrichment suggestions and activities.	3. Text: YOU AND YOUR HEALTH
4. Discuss bicycle skills and safety.	
a. Put chart on blackboard and through class discussion, fill in chart.	4a. DEFENSIVE DRIVING CHART
b. Discuss situations with class.	4b. SITUATIONS
c. Go over handouts with class and have them fill them out at home. Plan to have one bike at school to demonstrate the process. For those who do not have bikes, plan to have two or three students work together.	4c. Handout: CHECK IT OUT SAFETY CHECKLIST
d. Use Bicycle Safety Quiz for discussion in class and follow with handout for parent-student discussion at home.	4d. BICYCLE SAFETY QUIZ Handout: BICYCLE RULES
e. Students complete handout.	4e. Handout: WHAT DOES EACH SIGN SAY?
5. Invite police safety officer.	5. Call Washington State Patrol, phone: 464-6610 or 464-6697
6. Students perform play.	6. Play: FIRE AT THE FIELDINGS
7. Complete American Red Cross Basic Aid Training program (American Red Cross will provide an in-service program and teaching guide.)	7. Contact American Red Cross, phone: 323-2345
	8. Related films available from ESD 121: BICYCLE DRIVING IN CASE OF FIRE SAFETY AS WE PLAY

DEFENSIVE DRIVING CHART

IDENTIFY	PREDICT	DECIDE	EXECUTE
(What are the Factors that might forecast a problem?)	(What Problem might result?)	(Desired Solution to possible problem)	(Specific Action to be taken)
A driver is sitting in a parked car with engine not running.			
A driver is sitting in a parked car with engine running.			
A storm sewer grating lies in your path.			
A person carrying a white cane is standing on the corner.			
You are driving your bicycle on a blacktop street. Rain starts after several days of no rain.			

DEFENSIVE DRIVING CHART
KEY

IDENTIFY	PREDICT	DECIDE	EXECUTE
(What are the Factors that might forecast a problem?)	(What Problem might result?)	(Desired Solution to possible problem.)	(Specific Action to be taken.)
A driver is sitting in a parked car with engine not running.	Driver might open car door.	Avoid car door	Steer left
A driver is sitting in a parked car with engine running.	Car might pull out.	Avoid collision	Slowing down and being prepared to stop.
A storm sewer grating lies in your path.	Bicycle tire and wheel might slip into grating throwing driver over handlebars.	Avoid grating	Steering away or stopping
A person carrying a white cane is standing on the corner.	Person might step out into bicycle's path.	Avoid collision	Stopping
You are driving your bicycle on a blacktop street. Rain starts after several days of no rain.	Traction might be reduced by water and grease mixture on road surface. Bicycle could skid or lose balance.	Increase control of bicycle	Slowing down or walking the bicycle

Situation 1

Tom planned to go swimming with a friend and was to meet him at McDonald's by 1:00 p.m. Just as he was beginning to leave, his mother reminded him he hadn't watered the back lawn. Tom quickly set the sprinklers out and hurriedly left on his bike. As he pedaled off he knew Bob would be waiting. As he turned the corner away from his house he thought if he biked to McDonald's by way of the highway instead of the residential route he would cut 4 or 5 minutes off his travel time.

If you were Tom, what could you do? What would you do? Why?

Situation 11

Judy had been late twice the past week getting home from school. Her mother told her that one more time late and she wouldn't be able to go to the show Saturday. After volleyball practice, Judy stayed a little too long talking with her friends about their upcoming first game of the season. She had eight minutes to get home. Judy knew that if she pedaled fast all the way home, she could make it without being grounded. As Judy jumped on her bike, scenes flashed through her mind. The heavy automobile traffic and rough roadway, that dog that is always there to run out at bicyclists, and her deadline "not a minute past four-thirty!"

If you were in this situation, what could you do? What would you do?

Situation 111

Suppose your friend asks you to ride to the grocery store to buy some bread and milk for his mother. You get permission to go and as you get your bike to leave, it is obvious your back hand brake doesn't work.

If you were in this situation, what could you do? What would you do?

Situation IV

You don't have a headlight on your bike. After going home from school, you ride back eight blocks to the school basketball court to meet your friends for a game. It gets dark early in the winter and as your game breaks up, you realize the darkness rapidly coming as automobiles have turned on their lights. There is still enough light to see as you get on your bike and race across the playground. As you near the road, you have to decide what to do.

If you were in this situation what could you do? What would you do?

Situation V

You have ridden your bike to a friend's house to stay overnight. You get up the next morning and get ready to ride home when you notice a heavy fog has set in. Your bike doesn't have a light. Your parents are not home and neither are your friend's parents.

If you were in this situation, what could you do? What would you do?

Check It Out

In order to be a safe bike driver, your bike must be maintained properly. Use this check list to check the condition of your bike.

			YES	NO
Brakes	1.	Do they stop the bike smoothly within 12 feet?	____	____
	2.	If you have handbrakes, are the brake pads 1/8" x 1/4" away from the wheel rim?	____	____
Wheels	1.	Do they spin freely?	____	____
	2.	When pedals are turned, is the rim round?	____	____
Spokes	1.	Are all spokes tight? (They are tight if make a high pitched noise when plucked with the fingernail.)	____	____
	2.	Are all spokes in place?	____	____
Chain	1.	Is the chain complete and in good working condition? (No broken or damaged links?)	____	____
	2.	Is the chain clean?	____	____
	3.	Has the chain been lubricated?	____	____
	4.	Does the chain fit snugly? (No more than 1/4" "play" in the chain?)	____	____
Tires	1.	Are tires firm when you pinch them?	____	____
	2.	Is the tread of the tire good?	____	____
Pedals	1.	Is the pedal complete?	____	____
	2.	Are pedal reflectors clean?	____	____
Saddle	1.	Is it properly adjusted to fit the driver? (Leg should be straight when driver sits on seat and pedal is at its lowest point.)	____	____
	2.	Does the seat post fit into the frame at least two inches?	____	____
Handlebars	1.	Are they the same height as the seat? (Racing style)	____	____
	2.	Are they tightened securely?	____	____
Lights	1.	Does your bike have a light which can be seen 300 feet to the front for night driving?	____	____
	2.	Does it have at least one reflector in the rear which can be seen at 300 feet?	____	____
	3.	Are light and reflectors clean?	____	____
Frame	1.	Is the frame clean?	____	____
	2.	Is the frame strong enough to support you?	____	____

If you were able to answer "YES" to all the questions, your bike will pass a bicycle safety inspection.

SAFETY CHECK YOUR BIKE

1. ______ **WHEELS**
Are they straight?
Do they wobble?

2. ______ **SPOKES**
Are any bent or broken?
Are any loose?

3. ______ **TIRES**
Do they feel firm?
Are they wearing out?
Is the tread clean?

4. ______ **PEDALS**
Are they wearing out?

5. ______ **CHAIN WHEEL (OR SPROCKET)**
Is it bent or damaged?

6. ______ **CHAIN**
Is it snug?
Are there any broken or damaged links?

7. ______ **BRAKES (COASTER OR HAND)**
Do they stop bike fast and smoothly?

8. ______ **FRAME, FENDER, FORK**
Are they straight?
Do they rub any other part of the bike?
Are the nuts and bolts tight?

9. ______ **CHAIN GUARD**
Is it bent?

10. ______ **SEAT (OR SADDLE)**
Is it tight?
Is the height comfortable for you?
Is it level with the ground?

11. ______ **HANDLEBARS**
Are they tight?
Is the height comfortable for you?
Are handgrips tight?

12. ______ **BELL OR HORN**
Does it sound loud and clear?

13. ______ **FRONT LIGHT**
Can it be seen from 500 feet away?

14. ______ **REFLECTORS**
Are they clean?
Can they be seen from 300 feet?

BICYCLE SAFETY QUIZ

TRUE OR FALSE

1. Highway and street traffic signs and signals are intended only for automobile drivers.

2. The left arm extended straight out from the shoulder is the signal for a left turn.

3. Bicycle drivers must signal when they make a right or left turn or change lanes.

4. Bicycle drivers should ride in the left-hand lane against the traffic.

5. It is permissible to pass another vehicle when their is a yellow stripe on your side of the center line.

6. If you are riding on a multilane highway with more than one lane of traffic moving in your direction, cyclist must ride in the right hand lane except when passing or making a left-hand turn.

7. It is permissible to bicycle on an expressway.

8. It is important to wear light colored clothes when traveling at night.

9. If you bicycle at night a red reflector on the rear of the bike is sufficient.

10. Pedestrians always have the right-of-way at crosswalks.

11. Bicycle drivers are exempt from traffic laws.

****

1. False, Bicycle drivers must obey highway signs and signals just as automobile drivers are required to do.
2. True.
3. True.
4. False. A bicyclist must always travel in the same direction as other traffic.
5. False. A yellow stripe on bike driver's side of the center means that passing is prohibited.
6. True.
7. False.
8. True.
9. False. A head lamp with a white light which can be seen 500 feet is also required.
10. True.
11. False. Traffic laws apply to everyone, including bicycle drivers.

BICYCLE RULES

PARENTS: Please take time to help your child understand these rules, as he will be tested on them.

1. Do bikes and cars both keep on the right side of the street?
   ANSWER: Yes, bikes ride with traffic, but on the edge.

2. Do two on a bike throw one off balance as well as make it hard to see?
   ANSWER: Yes, a bike was made for one person.

3. Pedestrians are people like you. Now, who goes first or has the right of way?
   ANSWER: Bikes must let pedestrians go first. (It is smart to let cars and trucks go first too -- for they are bigger!.)

4. Where should you leave your bike when you ride it to a neighborhood store?
   ANSWER: Stand it up, out of the way. Never leave it near the door where you or someone else might fall over it.

5. What should you do before riding your bike out of an alley or a driveway?
   ANSWER: Always stop and look -- never dart out because cars can't stop as quickly as you can. Also, remember not to ride out from between parked cars

6. Show what arm signal you would use to show you were stopping and right and left turns.
   ANSWER: Left arm down for stop. Left arm straight for left turn. Left arm out and turned up at elbow for right turn.

7. Do bike riders obey the same signs and signals as a car?
   ANSWER: The rules are the same for both. The bike is a trainer for the car you will drive someday.

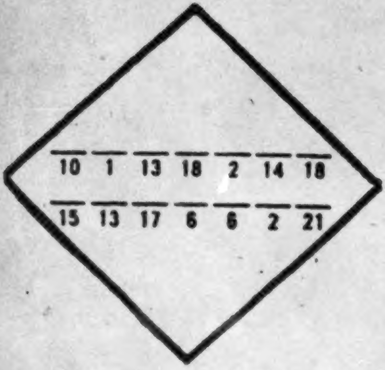
8. How should you cross a busy intersection with your bike?
   ANSWER: Get off and walk it across. Don't speed across, for cars can go faster and come from all directions.

9. How should two or three of you ride if going down the street together?
   ANSWER: Single file.

10. Should you have lights and reflectors on your bike for night riding?
    ANSWER: Yes, bike riders, especially if wearing dark clothing, are difficult to see at night.

WHAT DOES EACH SIGN SAY?

Each letter of the Alphabet is represented by a different number, 1 through 26, (although they are not in order). Decode the message on each sign by filling in the blanks with the letters that correspond to the numbers. Wherever the numbers on the decoded sign appear again, fill in the same letters.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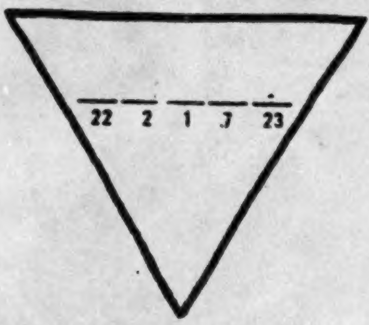
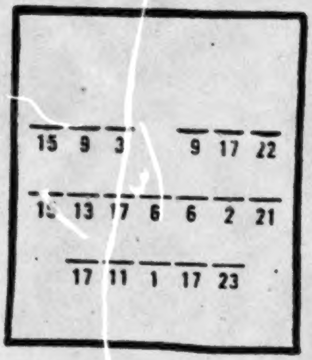
15 13 17 6 6 2 21

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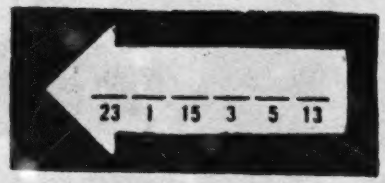

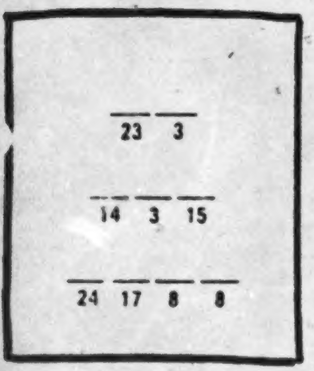
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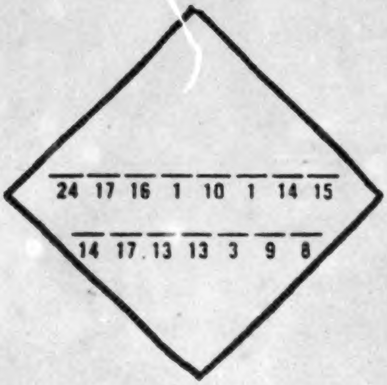
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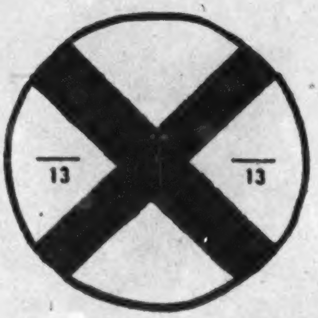

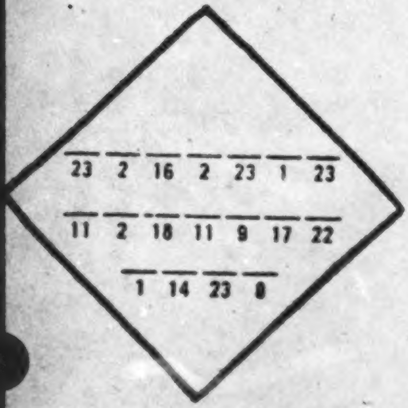
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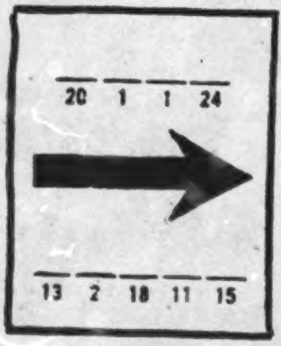
1 14 23 8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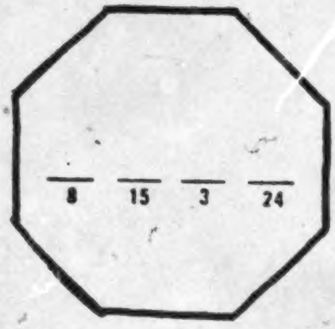
13 2 18 11 15



FIRE AT THE FIELDINGS

CHARACTERS:

MRS. FIELDING - the mother
MR. FIELDING - the father
TERRY FIELDING - their child
ALICE FIELDING - their child

FIRE CHIEF PAGE
LEON PAGE - his son
FOUR MOVING MEN
THREE OR MORE FIREMEN

COSTUMES:

Mr. and Mrs. Fielding, Terry, Alice and Leon wear everyday clothes. The firemen have raincoats, helmets and boots. Fire Chief Page carries his coat on his arm. Moving men wear overalls or jeans and caps.

PROPERTIES:

Several packing boxes: any number of chairs, tables, etc.: a small stool: a doll: a toolbox.

ACT ONE

TIME: The present.

PLACE: The living room at the Fielding home. It is a scene of great disorder. Furniture is scattered around, none of it placed properly. Several packing boxes are visible. It is evident that they are just moving in. When the curtain opens, MRS. FIELDING is giving orders to MOVING MEN who are bringing in furniture.

MRS. FIELDING: Put that chair in here please. (Points to another chair. Take that upstairs. Just put that box down, please. (She goes over and looks at the label.) Oh, no. I'm sorry. That goes upstairs, too.

MOVING MAN: Make up your mind, lady.

MRS. FIELDING: I'm sorry. I can't seem to remember from the outside of the box what I've packed in it. (TERRY enters, dragging LEON with him.)

TERRY: Look, Mother. This is Leon. He lives next door. I asked him to come over and play with me. Can we have something to eat? I'm hungry.

MRS. FIELDING: (Distractedly): Hello, Leon. (To another MOVING MAN): You can leave that stool here. (To TERRY): Please, Terry, go outside and play. I have no idea when I'll be able to find anything to eat. And you're right in the way here. (TERRY and LEON go out one door. ALICE enters, crying.)

MRS. FIELDING: Alice! What's happened?

ALICE: I'm sure I left Eleanor behind and she was my favorite doll.

(cont'd. on P. 3-45

ACT ONE

ALICE: (cont.)

I've unpacked all the bureau drawers and she just isn't anyplace.

MRS. FIELDING: Alice Fielding! Do you mean that you have unpacked all those bureau drawers? You go right upstairs and put everything back where you found it. You should have known better.

ALICE: (Still crying): But where do you suppose Eleanor is? She'll be so lonesome without me.

MRS. FIELDING: We'll find her someplace. I don't know what possessed you to take everything out of those drawers. (ALICE goes out, still crying, and MOVING MAN enters from same door.)

MOVING MAN: Sorry, ma'm. There's stuff all over the bedroom floor. There's no room to set up a bed.

MRS. FIELDING: That Alice! I'll go up and clear everything away for you. (MRS. FIELDING and MOVING MAN go toward door. MR. FIELDING enters from other side.)

MR. FIELDING: Oh, there you are Ann. Wait a minute. I want to ask you something. (MRS. FIELDING comes back.)

MR. FIELDING: Did you see my tool chest?

MRS. FIELDING: No, I didn't. Honestly, I'm nearly frantic. And then you ask me if I've seen your tool chest, of all things. (Same MOVING MAN enter[illegible]

MOVING MAN: (Disgustedly): Do you want that bed set up, or shall I leave it as it is?

MRS. FIELDING: I want it up and I'm coming right away. (MRS. FIELDING and MOVING MAN leave the room. MR. FIELDING is wandering around looking at the boxes).

MR. FIELDING: Here it is. Just as I thought. It's marked very plainly, "Take to cellar," and then it's put right in the middle of the living room floor. (Enter TERRY and LEON).

TERRY: Hi, Pop. Where are you going with that box?

MR. FIELDING: Down to the cellar. And then I'm going to start a little fire in the furnace to take the chill off these rooms.

TERRY: Can we go with you?

MR. FIELDING: No reason why not. But who is your friend, Terry? Aren't you going to introduce him?

ACT ONE

TERRY: Oh, I forgot. This is Leon and he lives next door.

MR. FIELDING: What's your last name, Leon?

LEON: It's Page.

TERRY: And wait until you hear what his father does. Tell him, Leon.

LEON: (Proudly): He's the fire chief.

MR. FIELDING: Is that so? No wonder you're so proud of him. We're all proud of our firemen.

TERRY: And what do you think? The Pages have a direct telephone wire right down to the firehouse.

MR. FIELDING: We should certainly have excellent fire protection in this neighborhood. How about giving me a hand with this box, boys? (MR. FIELDING and BOYS leave the room at one side, taking the box with them, as MRS. FIELDING and MOVING MEN come in at the other.)

MRS. FIELDING: Thank you very much for setting up the beds. I'm sorry there was so much delay.

MOVING MAN: Everything's in, ma'm, so we'll be going. (MOVING MEN exit as MRS. FIELDING calls good-bye. ALICE enters carrying doll.)

ALICE: Look, Mother. I found Eleanor. She was in the box with all my other toys.

MRS. FIELDING: (In a stern tone): And where are those toys now?

ALICE: On my bedroom floor.

MRS. FIELDING: Alice Fielding! I thought I told you not to unpack a single thing. (TERRY enters, shouting excitedly.)

TERRY: FIRE! FIRE! Get out quick. The house is on fire!

MRS. FIELDING: Fire? No! I don't believe it! (She runs around in confusion.) Where is the fire? Where is your father?

TERRY: Dad says to get out! Leon's gone to telephone the fire department.

MRS. FIELDING: Alice! Come quickly!! We won't try to save anything. Get out of here right away.

(MRS. FIELDING, TERRY and ALICE rush out. Fire siren is heard outside. Several FIREMEN rush in and carry all the furniture out.)

** curtain **

ACT TWO

TIME: Two hours later.

PLACE: The living room of the Fielding family. The only furniture on the stage is a small stool. The packing boxes used in Act One are still in the center of the stage. TERRY and LEON are each perched on one. ALICE sits on stool taking care of her doll. MR. and MRS. FIELDING and CHIEF PAGE are talking.

CHIEF PAGE: It could have been very serious. As it is, the fire was confined to the chimney and except for smoke in your cellar, there was no damage.

MRS. FIELDING: (Nervously): Are you sure it's all out?

CHIEF PAGE: Perfectly sure. The firemen wouldn't have left otherwise.

MR. FIELDING: What did you say caused it?

CHIEF PAGE: A defective chimney flu. It was clogged with soot. Probably hasn't been cleaned for years. I warned the former owner about it, but he paid no attention to me.

MR. FIELDING: Well, I've always lived in a city apartment and I guess I am pretty green about knowing what has to be done in a house.

CHIEF PAGE: There are lots of things you can do to lessen the risk of fire. Terry?

TERRY: Yes, Chief.

CHIEF PAGE: I think you should be appointed chief warden of your house.

TERRY: What does that mean?

CHIEF PAGE: Every family should have someone who keeps an eye on all the danger spots in a house.

MRS. FIELDING: What danger spots are there? Perhaps we should all be wardens.

CHIEF PAGE: In the first place be very careful about all your electric wires. Never use an extension cord without examining it to see that there are no worn spots or exposed wires.

MR. FIELDING: That's one thing we have been careful about. And we never put cords under a rug where they would get worn by someone stepping on them.

TERRY: (Admiringly): Say, Chief Page. How can I get to be a fireman?

CHIEF PAGE: (Laughs): It takes quite awhile, Terry. First of all you must finish school. Firemen have to take an examination before they go to a firemen's school.

ACT TWO

TERRY: (Disappointed): You mean that firemen have to go to school?

CHIEF PAGE: Yes, indeed. And only those with high grades in the entrance examination are admitted. Besides that, you must take good care of yourself. A fireman has to be healthy.

MRS. FIELDING: This is interesting, Mr. Page. Tell us some more.

CHIEF PAGE: In firemen's school a man learns all sorts of things before he is allowed to wear a uniform and a badge. He learns to scale a high ladder; he must practice jumping into life nets; and he has to know how to handle the big hose.

LEON: I m going to firemen's school when I get big.

TERRY: That sure sounds exciting. Is there a firemen's school here?

CHIEF PAGE: No. I got my training in the city. All our firemen here, except for the drivers, are volunteers.

TERRY: What are volunteers?

CHIEF PAGE: Oh, they have regular jobs in factories and offices. But whenever there's a fire and their company is called out, they leave their work and go to the fire.

MR. FIELDING: Are they trained at all?

CHIEF PAGE: We give them training, but of course it is not as much as regular school.

MRS. FIELDING: Are they paid?

CHIEF PAGE: No. They do it because they want our town to have good fire protection.

MR. FIELDING: I ought to show how much I appreciate what they did today by joining a volunteer company, too. I certainly felt helpless this afternoon.

CHIEF PAGE: (Starts toward door): Well, I must be going. (Stops.) Oh, I almost forgot. Mrs. Page wants you folks to come over for dinner tonight.

MRS. FIELDING: How nice of her. We'll certainly be most happy to come.

CHIEF PAGE: Come on, Leon. They have a lot of work to do. (CHIEF PAGE and LEON go out and EVERYONE calls out "Good-bye" as they leave.)

ACT TWO

TERRY: (Enthusiastically): They're swell! Aren't you glad we had a fire so we could get acquainted?

MRS. FIELDING: (emphatically): I should say not! When I think what could have happened I get shaky all over. I prefer other ways of getting acquainted! (ALICE gets up and goes to look out the door.)

ALICE: Here come the moving men again.

MRS. FIELDING: My goodness! I forgot all about the furniture. It's all on the lawn.

MR. FIELDING: Well, I didn't. It was mightly nice of those firemen to save it for us in case things had turned out differently. Right after they left I phoned the movers and they said they'd come back. (MOVING MEN enter carrying chairs, tables, etc.)

MOVING MAN: Where does this go?

MRS. FIELDING: Put that right here, please. (She points to another.) That goes over there. Oh, no, it doesn't. We decided we'd keep that in the dining room.

MOVING MAN: Make up your mind, lady.

(Another MOVING MAN comes in with a box. MRS. FIELDING rushes over and looks at the label. She points upstairs.)

** curtain **

#3 **CURRICULM OBJECTIVE:** The student is able to describe the structure and function of selected systems of the body by:

- Describing the structure and function of a cell.
- Describing five internal body organs and their functions.

SAMPLE LEARNING ACTIVITIES	LEARNING RESOURCES
1. Students read and discuss pp. 68-99.	1. Text; YOU AND YOUR HEALTH
2. Utilize pp. 13-18 to develop learning activities.	2. Activity booklet: YOU AND YOUR HEALTH
3. Utilize pp. T29-31 for enrichment suggestions and activities.	3. Text: YOU AND YOUR HEALTH
4. Illustrate the skeletal functions of giving support and shape to the body, protecting the body and helping in movement through the following: a. Make or purchase an ordinary diamond-shaped kite. Use the kite to illustrate how the kite looks without and with its frame (illustrating skeletal system giving shape and support). b. Show some pictures (available in most encyclopedias) of animals without skeletons (such as the jelly fish) and discuss how they are different from animals with skeletons.	4. Kite
	5. Related films available from ESD 121: OUR WONDERFUL BODY: HOW ITS PARTS WORK TOGETHER

#4 **CURRICULUM OBJECTIVE:** The student is able to explain how the body grows and stays healthy by:

- Stating that there are differences in growth rates of individuals.
- Discussing the importance of sleep and exercise.
- Identifying how selected substances (i.e., alcohol, tobacco, coffee) might affect the body.
- Showing relationships of food to growth and health.

SAMPLE LEARNING ACTIVITIES	LEARNING RESOURCES
1. Students read and discuss pp. 100-117, 136-155, 165-169.	1. Text: YOU AND YOUR HEALTH
2. Utilize pp. 15-18, 21-26 to develop learning activities.	2. Activity booklet: YOU AND YOUR HEALTH
3. Utilize pp. T32-33, T35-37 for enrichment suggestions and activities.	3. Text: YOU AND YOUR HEALTH
4. Select activities from kit. Suggestions: Unit I, activities 2, 3, 5, 6, 8; Unit III, activities 1, 3.	4. Washington Dairy Council kit: FOOD - YOUR CHOICE, Level 2
5. Demonstrate residue of cigarette smoke. a. Arrange to have a smoker present for this lesson. b. Have the smoker take a mouthful of smoke and blow it through the facial tissue without inhaling. c. Have the smoker take another drag, inhale, and then blow the smoke through another tissue. d. Compare. e. Have the students make a bulletin board showing the results. f. Discuss implications.	5. Facial tissue, cigarettes, bulletin board
6. Select for viewing and discussion any of the related films.	6. Related films from Washington Lung Association, phone: 322-7110: THE HUFFLESS, PUFFLESS DRAGON, No. 1705 SMOKING AND YOU, No. 1284 Related films available from ESD 121: OUR WONDERFUL BODY: HOW WE KEEP FIT JUNK FOOD SLEEPY HEADS

#5 CURRICULM OBJECTIVE: The student is able to identify ways to prevent disease by:

- Describing microbes and how they grow.
- Describing ways the body fights disease/germs.

SAMPLE LEARNING ACTIVITIES	LEARNING RESOURCES
1. Students read and discuss pp. 118-135.	1. Text: YOU AND YOUR HEALTH
2. Utilize pp. 19-20 to develop learning activites.	2. Activity booklet: YOU AND YOUR HEALTH
3. Utilize pp. T33-34 for enrichment suggestions and activities.	3. Text: YOU AND YOUR HEALTH
4. Students view and discuss filmstrip.	4. Filmstrip: YOUR BODY AND HOW TO CARE FOR IT THE BODY'S DEFENSES
	5. Related films available from ESD 121: GETTING SICK AND GETTING WELL GERMS AMD WHAT THEY DO

#6 CURRICULUM OBJECTIVE: The student is able to demonstrate good dental health habits by:

- Explaining importance of primary teeth.
- Discussing causes and prevention of tooth decay.
- Describing good dental health habits

SAMPLE LEARNING ACTIVITIES	LEARNING RESOURCES
1. Students read and discuss pp. 156-164.	1. Text: YOU AND YOUR HEALTH
2. Utilize lesson "The Way and How of Plaque Control," p. 1; lesson "Diet and Dental Health," p. 4; lesson "Keeping Teeth Safe," p. 9.	2. LEARNING ABOUT YOUR ORAL HEALTH, K-3, American Dental Association teaching guide.
3. Utilize pp. 21-28 to develop learning activities.	3. Activity booklet: YOU AND YOUR HEALTH
4. Utilize pp. T36-37 for enrichment suggestions and activities.	4. Text: YOU AND YOUR HEALTH
5. Participate in brushing and flossing.	5. Call King County Health Department, Dental Clinic, phone: 228-2620
6. Students view and discuss filmstrip.	6. Filmstrip: THE TEETH

#7 **CURRICULM OBJECTIVE:** The student is able to identify community activities which keep people healthy by:

- Explaining how communities reduce air and water pollution.
- Explaining how food is kept safe to eat.
- Explaining what communities do with garbage so it does not cause illness.

SAMPLE LEARNING ACTIVITIES	LEARNING RESOURCES
1. Students read and discuss pp. 170-197.	1. Text: YOU AND YOUR HEALTH
2. Utilize pp. 29-32 to develop learning activities.	2. Activity booklet: YOU AND YOUR HEALTH
3. Utilize pp. T38-39 for enrichment suggestions and activites.	3. Text: YOU AND YOUR HEALTH
4. Read and discuss booklets on environment.	4. Booklets: NOISE, NOISE, NOISE ONCE THERE WAS A RIVER A STORY OF WATER POLLUTION WHO CARES ABOUT AIR POLLUTION WASTEBASKET FULL, WASTEBASKET EMPTY
	5. Related film available from ESD 121: CITIES AND PROTECTION: PROTECTING LIVES AND PROPERTY

APPENDIX I

HEALTH EDUCATION P 6122.8

Health education is an integral part of the instructional program of the Federal Way Public Schools. Its goal is the development of knowledge about one's health and to assist students in acquiring information necessary for positive physical and emotional health so that they can establish sound personal health practices and conduct themselves in a manner that is in the interest of the public's health and safety.

Health education includes sex education which is defined by the State Board of Education (WAC 180-50-070) as the study of the anatomy and physiology of human reproduction.

The primary responsibility for family life and sex education, including moral responsibility, rests upon the home and church. The school can only supplement and complement those standards established in the family.

The school district shall establish a Health Education Advisory Committee which consists of patrons, health care professionals, district educators and students. The Advisory Committee shall be involved in the planning, development, evaluation, and revision of the health curriculum and instructional materials.

Any parent or legal guardian who wishes to have his/her child excused from any planned instruction in sex education during the current school year, may do so upon filing a written request with the School District Board of Directors through the principal of the school in which the child is enrolled. The form, Parent Request for Exclusion From Planned Instruction in Sex Education, is available in all schools in the district.

Alternative educational endeavors shall be provided for those excused.

Reference: WAC 180-50-070
180-56-061
180-56-230
180-16-200
180-16-230

Adopted: 5/27/80

HEALTH EDUCATION R 6122.8

I. Advisory Committee

The school district shall involve patrons, health care professionals, district educators, students, and religious organizations in the planning, development, evaluation and revision of the health curriculum and instructional materials. The Health Education Advisory Committee shall consist of the following:

Health coordinating teacher
Director of Curriculum
3 teachers - 1 elementary, 1 Junior High, 1 High School
2 principals - 1 elementary, 1 secondary
School physician
School nurse
1 guidance counselor
2 students - 1 Junior High and 1 High School
5 patrons - one from each Junior High service area
1 member of the Federal Way Ministerial Council

The Health Education Advisory Committee will recommend to the Instructional Materials Selection Committee materials that pertain to the district's health curriculum.

II. Student Exemption

Any parent or legal guardian who wishes to have his/her child excused from any planned instruction in sex education during the current school year, may do so upon filing a written request with the School District Board of Directors through the principal of the school in which the child is enrolled. The form, Parent Request for Exclusion From Planned Instruction in Sex Education, is available in all schools in the district. A copy of Form No. 246 is attached.

Alternative educational endeavors shall be provided for those excused.

Reference: WAC 180-50-070
180-56-061
180-56-230
180-16-200
180-16-230

Adopted: 5/27/80